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ABSTRACT

Community schools were created in Ohio to provide additional educational options for children in low-performing schools and to develop innovative teaching and management techniques that may be transferable to traditional public schools. In 1997 the Ohio General Assembly required the Legislative Office of Education Oversight (LOEO) to evaluate the community school initiative in Ohio. This is the fourth in a series of five reports that evaluate the ongoing implementation of community schools and their impact on student academic achievement and on Ohio's education system as a whole. This fourth report consists of two volumes. Volume II describes the overall characteristics (including enrollment information, demographics, and educational approach) of community schools and provides individual profiles of 88 schools that operated during the 2001-02 school year. Included are numerous maps, graphs, and tables. Appended are a list of community schools by sponsor and a list of community schools that have closed or suspended operations. (WFA)

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Community Schools in Ohio: Implementation Issues and Impact on Ohio's Education System.
Volume II: Overall Characteristics and Individual School Profiles.

Legislative Office of Education Oversight

April 2003

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EA 032 586

Community Schools in Ohio: Implementation Issues and Impact on Ohio's Education System

Volume II: Overall Characteristics and Individual School Profiles

LEGISLATIVE OFFICE OF EDUCATION OVERSIGHT
Columbus, Ohio
April 2003

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The Legislative Office of Education Oversight (LOEO) serves as staff to the Legislative Committee on Education Oversight. Created by the Ohio General Assembly in 1989, the Office evaluates education-related activities funded by the state of Ohio. This LOEO report describes the implementation of community schools and examines their impact on Ohio's education system. Volume I includes LOEO's findings, conclusions, and recommendations. Volume II describes the overall characteristics of community schools and provides individual profiles of 88 schools that operated during the 2001-2002 school year. *Conclusions and recommendations in this report are those of the LOEO staff and do not necessarily reflect the views of the Committee or its members.*

This report is available at LOEO's web site: http://www.loeo.state.oh.us

Summary

Community Schools in Ohio: Implementation Issues and Impact on Ohio's Education System

Background

The number of community schools has increased from 15 in 1998 to 133 by December 2002.

Community schools were created in Ohio to provide additional educational options for children in low-performing schools and to develop innovative teaching and management techniques that might be transferable to traditional public schools.

One of the central tenets of the community school movement is more autonomy (fewer regulations) in exchange for greater accountability for student achievement. The specifics of each school's accountability plan are included in a contract with its sponsor. A community school can be closed if it fails to meet these contractual agreements.

Ohio law allows two types of community schools: "start-up" schools that are newly created, and "conversion" schools that can be a classroom, a wing of a building, or an entire public school that has been transformed into a community school.

Community school enrollment has grown from approximately 2,000 to over 33,000.

Between September 1998 and December 2002, the number of community schools in Ohio increased from 15 to 133. The number of students grew from approximately 2,000 to over 33,000 and the number of community school sponsors increased from two to 15. Twelve sponsors are individual school districts. Thirteen schools have closed or suspended operations since the initiative began.

In general, community schools tend to be smaller in size, enroll more elementary and minority students, and serve fewer special needs students than traditional public schools.

In December 2002, the 124th General Assembly made substantial changes to the community school initiative in Substitute House Bill 364. Some of these changes included limiting the total number of start-up community schools that can operate statewide to 225 until July 1, 2005. This cap does not apply to conversion schools.

LOEO's community school reports

In 1997, the 122nd General Assembly required the Legislative Office of Education Oversight (LOEO) to evaluate the community school initiative in Ohio. Through a series of five reports, LOEO is evaluating the ongoing *implementation* of community schools as well as their *impact* on both student academic achievement and Ohio's education system as a whole.

Focus of this report. This is the fourth of the five community school reports and consists of two volumes. Volume I includes LOEO's findings, conclusions, and recommendations.

This report describes the implementation of community schools and assesses their impact on Ohio's education system.

Volume II describes the overall characteristics of community schools and provides individual profiles of 88 schools that operated during the 2001-2002 school year.

The statutory language for this report mandates that LOEO assess the overall "assets" and "liabilities" of community schools as an educational "choice" option, their impact on academic achievement, and "any detrimental impacts" they have on the State education system or on individual school districts.

In addition, LOEO studied the ongoing implementation issues surrounding the opening and operation of community schools, including their relationship with school districts.

LOEO concludes that community schools provide additional educational options for children.

Findings and Recommendations

Educational choice and academic achievement

LOEO concludes that one asset of community schools is that they provide additional educational options for children, as evidenced by the increase in the number of community schools and their student enrollment over the past four years.

Preliminary results indicated that community schools had not demonstrated better academic performance than similar traditional public schools.

LOEO reported in *Community Schools in Ohio: Preliminary Report on Proficiency Test Results, Attendance, and Satisfaction* (May 2002) that parents of students enrolled in the first 15 community schools were satisfied with their schools. The nine schools with proficiency test data had not demonstrated better student academic performance than similar traditional public schools. These findings are preliminary and LOEO will have a larger sample of longer operating schools to examine in its fifth community schools report.

Experience in education and business is important to the successful implementation of community schools.

Implementation

Factors for successful implementation. LOEO found that some factors are important to the success of community schools. These include having:

- Administrators with a background in education, including teaching and administration, and
- Staff and a governing board with experience in business and finance, legal matters, fundraising, serving students with special needs, and working with non-profit agencies.

Many community school administrators indicated that they continue to struggle with the same implementation difficulties that the first 15 schools experienced.

Ongoing implementation difficulties. Administrators of many of the 92 community schools that operated during the 2001-2002 school year indicated that they continue to struggle with the same implementation difficulties that the first 15 schools experienced. These difficulties include:

- *Finances*;
- Acquiring and maintaining *adequate facilities*;
- *Transporting students*; and
- Accessing and using *technical assistance*.

Obtaining additional funds makes operating a community school less difficult.

Finances and facilities. Community schools are eligible for state and federal funds for operating expenses. Community school administrators and other stakeholders reported that obtaining additional funds, beyond what the state provides, makes operating a school less difficult. Two-thirds of the 63 community schools that were audited finished the 2000-2001 school year with a financial surplus. However, half of these schools experienced difficulty keeping the appropriate fiscal records.

Community schools must use basic state aid for both operating and facility expenses.

Unlike traditional public schools, community schools must use basic state aid for both *operating* and *facility* expenses. Community schools typically spend 6.4% of their annual operating budget for lease or mortgage costs. Administrators stated that the cost for making required renovations to meet school building codes is an added expense. However, LOEO was unable to isolate these costs.

It could be argued that community schools need additional funding for facility expenses. However, given the difficulty LOEO experienced obtaining accurate and complete spending data, it seems premature to assess or report just how necessary such funding might be. Although some community schools identified finances as a problem, LOEO could not conclude whether more overall funding is needed for community schools.

LOEO could not conclude whether more overall funding is needed for community schools.

Transportation. School districts are required by law to provide transportation for community school students. The ease or difficulty that community schools experienced having their students transported appeared to depend largely on their relationship with the local school district. Problems were fewer when the relationship was positive. Conversely, problems were greater when there was tension between a community school and the school district.

Technical assistance. LOEO found that all community school administrators need some assistance in learning to open and operate a public school. However, those with a background in education administration and teaching appeared to need less.

Community school administrators who have a background in education appeared to need less technical assistance.

There are several sources of information and assistance for community schools, including the Ohio Department of Education's (ODE) Office of Community Schools, the Lucas County Educational Service Center (LCESC), and other regional service providers. However, some regional service providers indicated that they do not receive clear guidance from ODE concerning their roles in serving community schools.

Community school administrators had various perceptions regarding the quality and usefulness of the technical assistance offered. However, some regional service providers felt that community school staff lack basic knowledge in areas such as school accounting, special education rules and regulations, and Education Management Information System (EMIS) reporting. Many community school administrators seem to be unaware of the technical assistance that is available, choose not to access current sources, or are unable to assess their own information needs.

Some implementation issues are unique to a community school's distinct student population or instructional approach.

It is unclear to LOEO if there is a lack of quality technical assistance for community schools. A larger question is whether technical assistance alone should be expected to provide all the information and services necessary to open and run a school.

Special implementation issues. Some community schools have implementation issues that are unique to their distinct student populations or instructional approaches. For example, students who enroll in electronic community schools receive their primary instruction in their home via computer networks. Because on-line schooling in Ohio is relatively new, state and school policies and practices have to be developed. Some community schools that are designed to specifically serve students with special needs must be well-versed in special education rules, regulations, procedures, and best practices.

Recent policy changes. The 124th General Assembly made many changes through Substitute House Bill 364 that address community school implementation issues. In addition to the changes made by this bill,

LOEO recommends that the General Assembly:

- Require community school sponsors to have knowledge and expertise regarding business matters.

LOEO recommends that ODE:

- Coordinate efforts with and among regional service providers and clearly define their roles in providing services to community schools. These services may include business matters, curriculum development, assessing and providing services to students with special needs, and professional development.

LOEO recommends that community school sponsors:

- Ensure that community school staff or board members have access to expertise in the areas of education, business and finances, non-profit agencies, serving students with special needs, and legal matters.

- Are knowledgeable about and use existing sources of technical assistance.

LOEO recommends that community schools:

- Are knowledgeable about and use existing sources of technical assistance.
- Comply with EMIS reporting requirements by including all facility costs (i.e., mortgage, lease, and renovations) as part of their financial reporting to ODE and the Auditor of State.

LOEO found that most community schools and some sponsors do not use annual reports as a tool of accountability.

Implementing accountability: annual reports

Each community school's annual report is intended by law to be one measure of accountability. However, LOEO found that most community schools and some sponsors do not perceive annual reports as a tool of accountability. Some schools have difficulty producing these reports in a complete and timely manner.

The statutory language allows various interpretations of what needs to be included in community school annual reports.

As a tool of accountability, the annual report must present a comprehensive picture of how the school is meeting the goals stated in its contract.

For an annual report to be a tool of accountability to parents, sponsors, policymakers, and the general public, it must present a comprehensive picture of a school's financial status, student academic performance, and its activities and progress in meeting the goals stated in its contract. Therefore,

LOEO recommends that the General Assembly:

- Strengthen the legislative language for annual reports to specifically require that they include:
  - Itemized revenues and expenditures;
  - An explanation of financial status and strategies for maintaining financial stability;
  - Results of the Ohio Proficiency Test and alternative assessments;
  - A description of the extent the community school achieved its goals regarding student achievement and strategies for improvement; and
  - A description of how the community school has achieved other goals stated in the contract with its sponsor.

The greatest impact of community schools on school districts has been financial.

- Clarify consequences of late or incomplete reports.

- Require community school sponsors to:
    - Assist community schools in defining, measuring, and reporting on the goals stated in their contracts;
    - Provide feedback to community schools regarding the content of their annual reports for purpose of improvement; and
    - Use these reports, in addition to other data, to evaluate community schools for contract renewal.

Impact of community schools

Financial impact. LOEO concludes that the greatest impact of community schools on school districts has been financial. Community schools draw students from over 1,300 school buildings. Two maps at the end of this summary illustrate the location of the buildings that are sending students to community schools.

Most districts claim they are not able to reduce costs proportionately on a year-to-year basis as a result of state funds transferred to community schools.

Over 80% of Ohio school districts transferred some amount of state funds to community schools during the 2001-2002 school year. A total of over $290 million has been deducted from traditional school districts during the first four years of the initiative and transferred to community schools. School districts perceive this "loss" as a liability. Because the transfer of funds is by design, community school advocates do not see it as a liability.

The unpredictable yearly increase in the transfer of state funds has created budgeting and planning problems for school districts.

Most school districts claim they are not able to reduce costs proportionately on a year-to-year basis as a result of state funds transferred to community schools. Additionally, the unpredictable yearly increase in this transfer of state funds due to not knowing how many community schools will open during the upcoming year has created budgeting and planning problems for school districts.

School districts also identified additional costs that result from community schools that are difficult to quantify, such as transportation and personnel costs. Districts perceive these costs as an additional liability of community schools. Some districts that receive no base cost funding from the state are losing other state funds to community schools. Regional service providers have incurred minimal costs to provide services to community schools.

Since 1998 a cumulative total of $20 million of state funding has been appropriated for community schools.

In terms of the state as a whole, since 1998 a cumulative $20 million of state funding has been appropriated for ODE and LCESC services for technical assistance and start-up grants for community schools. In addition, incorporating community school students into the system who were previously enrolled in private or home schools has increased the overall cost to the state by at least $9 million.

Including previously home-schooled and private school students into the system has increased the overall cost to the state by at least $9 million.

By design, districts will continue to lose state funding as long as students leave for community schools. However, this results in strained relationships between traditional and community schools. If the General Assembly wants to reduce budgeting and planning difficulties for traditional school districts, and therefore the tension between them and community schools,

LOEO recommends that the General Assembly:

The competition for students and state funds encourages some school districts to emphasize marketing and customer service.

- Establish a deadline in early spring when community school contracts must be finalized and signed for the upcoming school year.
- Require community schools, as soon as they sign a contract, to contact the school districts from which they will draw students with information of when they plan to open and their anticipated student enrollment.

In addition, one policy option might help reduce the tension between community schools and traditional school districts.

Strained relationships may hinder the transfer of innovative practices from community to traditional schools.

Policy option:

- The General Assembly consider providing additional funding to school districts to offset the additional costs of transporting community school students.

Electronic community schools may be having an impact on the educational programming in school districts.

Impact on programming. LOEO found that the relationships between community schools and school districts ranged from positive in some districts to "non-existent" and even "hostile" in others. The competition between traditional and community schools for students and funding encourages some school districts to place a greater emphasis on marketing and customer service. In this case, community schools are an asset. However, a strained relationship may hinder the transfer of innovative teaching and management approaches to traditional public schools.

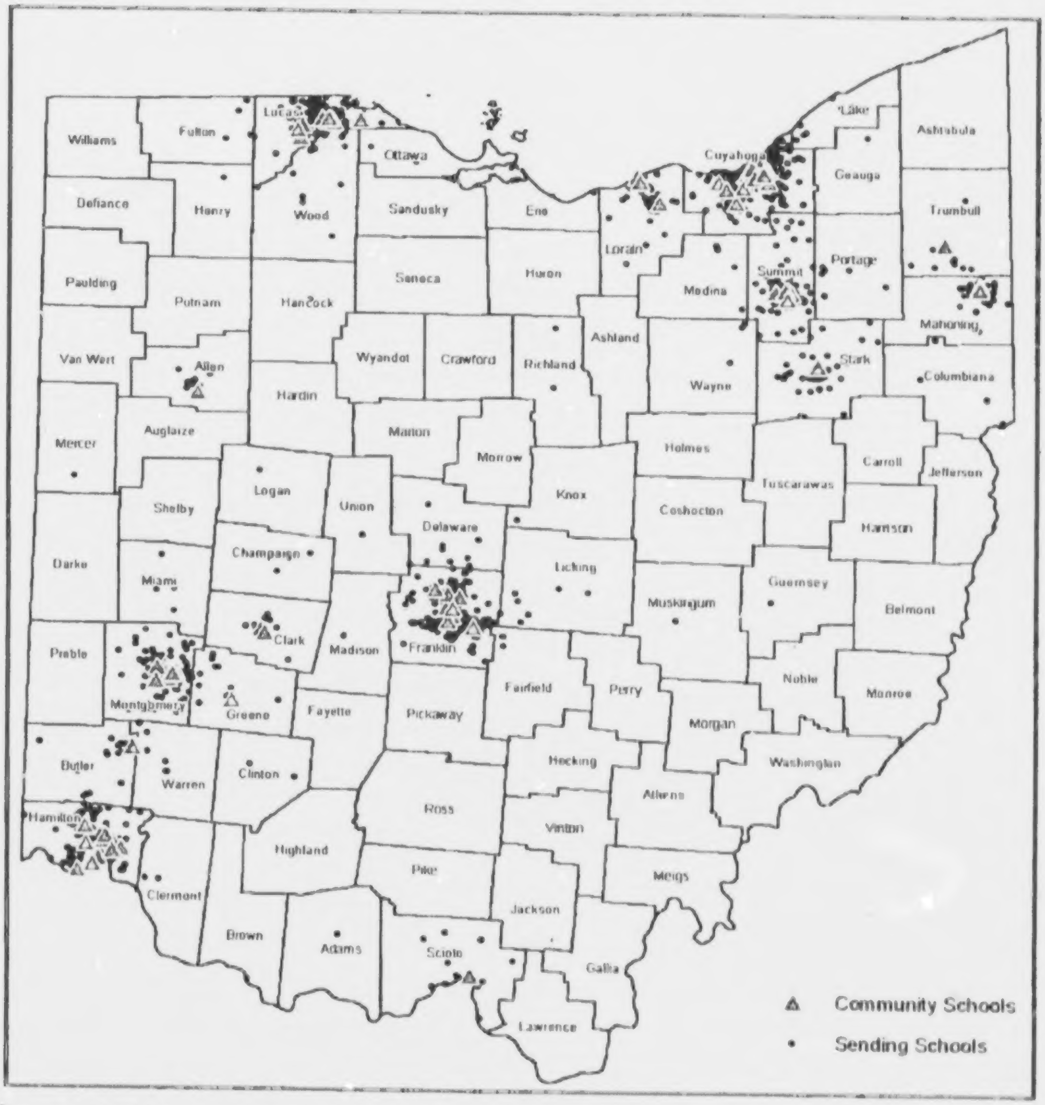
However, the Local Report Card has had the greatest impact on school districts' efforts to raise student achievement.

Possibly the greatest impact of community schools on school districts has been the increased interest by districts in sponsoring electronic community schools. However, most large urban school districts claim that the Local Report Card, not community schools, has had the greatest impact on their education programs.

Volume I of this report presents LOEO's findings, conclusions, and recommendations regarding community school implementation issues and their impact on Ohio's education system.

Volume II of this report contains state and regional maps of community schools and the schools from which they draw their students, referred to as "sending schools." **Volume II** also provides a statewide description of community schools by size, grade level, and the proportion of minority and special needs students they serve, as well as detailed profiles of 88 community schools that operated during the 2001-2002 school year.

Community and Sending Schools*
2001-2002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Ottawa
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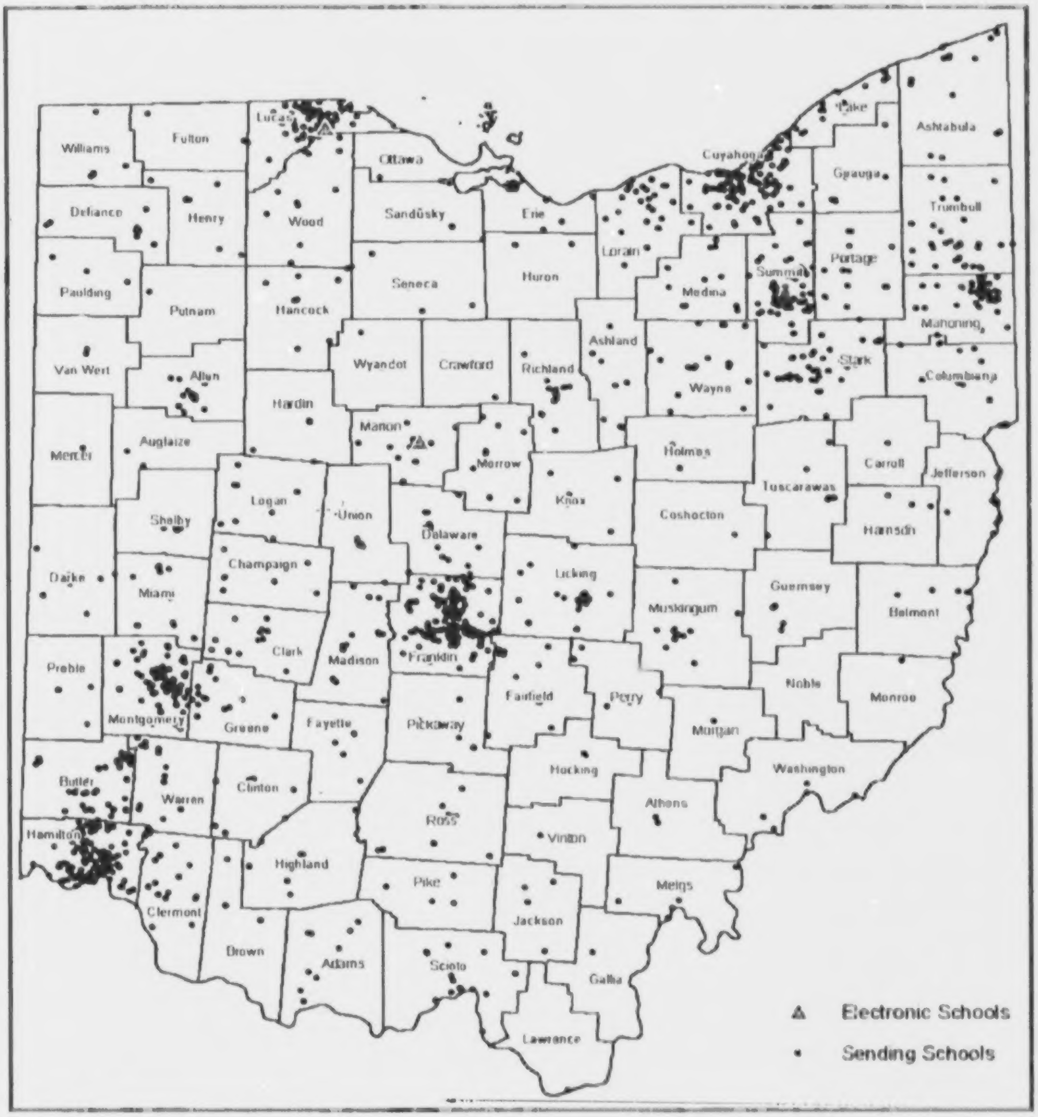
Lake
Ashtabula
Geauga
Defiance
Henry
Wood
Sandusky
Erie
Trumbull
Lorain
Portage
Summit
Paulding
Seneca
Huron
Medina
Putnam
Hancock
Mahoning
Ashland
Van Wert
Allen
Wyandot
Crawford
Richland
Stark
Columbiana
Wayne
Hardin
Marion
Mercer
Auglaize
Morrow
Holmes
Carroll
Jefferson
Tuscarawas
Logan
Knox
Shelby
Union
Delaware
Coshocton
Harrison
Champaign
Darke
Licking
Miami
Guernsey
Muskingum
Belmont
Clark
Madison
Franklin
Preble
Noble
Perry
Fairfield
Monroe
Montgomery
Greene
Fayette
Pickaway
Morgan
Butler
Hocking
Washington
Clinton
Warren
Athens
Hamilton
Ross
Vinton
Highland
Pike
Meigs
Clermont
Jackson
Brown
Adams
Scioto
Gallia
Lawrence
Δ Community Schools
• Sending Schools

*Does not include two electronic community schools

Electronic Community and Sending Schools
2001-2002


Williams
Fulton
Lucas
Ottawa
Defiance
Henry
Wood
Sandusky
Erie
Lorain
Cuyahoga
Lake
Geauga
Ashtabula
Trumbull
Portage
Summit
Medina
Paulding
Putnam
Hancock
Seneca
Huron
Mahoning
Van Wert
Allen
Wyandot
Crawford
Richland
Ashland
Wayne
Stark
Columbiana
Hardin
Marion
Morrow
Mercer
Auglaize
Holmes
Carroll
Jefferson
Tuscarawas
Logan
Union
Knox
Coshocton
Shelby
Delaware
Harrison
Darke
Miami
Champaign
Licking
Guernsey
Belmont
Muskingum
Clark
Madison
Franklin
Preble
Montgomery
Greene
Fayette
Pickaway
Fairfield
Perry
Noble
Monroe
Morgan
Butler
Warren
Clinton
Hocking
Washington
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Hamilton
Ross
Vinton
Highland
Pike
Meigs
Clermont
Jackson
Brown
Adams
Scioto
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Community Schools in Ohio:
Implementation Issues and Impact on Ohio's Education System

Volume II: Overall Characteristics and Individual School Profiles

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Chapter I
Introduction to Ohio's Community Schools

This chapter gives a brief introduction to community schools in Ohio and describes the information presented in this volume of the report.

In June 1997, the 122nd General Assembly first established community schools in Amended Substitute House Bill 215 as a "pilot" program in Lucas County. The bill allowed two types of community schools: "start-up" schools that are newly created or "conversion" schools that can be a classroom, a wing of a building, or an entire public school that has been transformed into a community school. While start-up schools were allowed only as part of the pilot program, the bill allowed *any* school district to sponsor conversion community schools.

In August 1997, the 122nd General Assembly passed Amended Substitute Senate Bill 55, which expanded community schools beyond the pilot program by permitting start-up community schools in any of the large urban, or "Big Eight," school districts in Ohio. The 123rd General Assembly expanded the community school initiative once again in June 1999 to include all of the 21 large urban school districts in Ohio, as well as any district determined to be in "academic emergency."

Scope of this volume

The Legislative Office of Education Oversight (LOEO) is required in Amended Substitute House Bill 770 of the 122nd General Assembly to issue an annual composite report that includes:

"...the number of schools in operation, the size and characteristics of enrollment for the schools, the academic performance of the schools, the financial status of the schools, and any other pertinent information."

The first composite report was published in Appendix D of LOEO's first community schools report, *Community Schools in Ohio: First-Year Implementation Report* (April 2000). That report included overall characteristics and detailed profiles of 15 community schools. LOEO's second community schools report (April 2001) included profiles of 46 community schools that operated during the 1999-2000 school year.

This report once again examines the overall characteristics of Ohio's community schools and provides detailed profiles of the 88 community schools that operated in the 2001-2002 school year and remained open for the 2002-2003 school year.

Overall characteristics. In Chapter II, community schools as a whole are described in terms of their growth, size, enrollment, geographic location, grade levels, and their proportion of minority and special needs students. These characteristics are compared to traditional public school districts throughout the state, as well as to past analyses of community schools. This chapter also describes the types of schools that community school students previously attended, such as a traditional public school, non-public school, or home-school.

Profiles. Chapter III contains detailed profiles for 88 community schools. These profiles include contact information, basic school descriptions, a brief summary of each school's educational approach, performance and financial information as stated in its annual report, enrollment statistics, and race and ethnicity comparisons with their school district counterparts and the state as a whole.

The profiles are organized by geographic regions. Each region includes a map depicting the location of the schools, as well as the school buildings from which community school students originate. Each region also includes, for the 2001-2002 school year, the number of districts and buildings that "sent" students to community schools, and the average miles these sending schools are from community schools.

LOEO refers to the first 15 schools that opened during the 1998-1999 school year as "first generation" community schools. The schools that followed are referred to as "second" (1999-2000), "third" (2000-2001), "fourth" (2001-2002), and "fifth" (2002-2003) generation schools based on the school year they began operation. Chapter III contains profiles for the first through fourth generation schools that remained open during the 2002-2003 school year.

At the time of writing this report, fifth generation schools had just recently opened and did not have enough data for a detailed profile. However, these schools, and their sponsors and locations, are listed throughout the volume in each regional section. These sections also include lists of community schools in the region that have closed or suspended operations.

Most community schools consist of traditional classrooms. A majority of their students live in, or near, the school district where the community school is located. However, during the 2000-2001 school year, the Electronic Classroom of Tomorrow (eCOT) opened as the first electronic community school. As of December 2002, twelve electronic community schools were operating. Students who are enrolled in these schools live throughout the state and receive instruction within their homes through computer network connections with their school. A separate section includes the profiles and lists of electronic community schools.

Appendix A lists all community schools in the state by sponsor, location, year opened, and generation.

Appendix B provides a list of all community schools that have closed or suspended operations between 2000 and 2002. This list is by sponsor, location, year opened, and year closed.

Chapter II
Characteristics of Ohio's Community Schools

This chapter describes the growth of community schools in Ohio and the characteristics of the community schools that operated during the 2001-2002 school year.

Community school growth

In Fall 1998, 15 community schools opened. Five of these schools were located in Lucas County (i.e., the location of the pilot project) and ten schools were located in six of the Big Eight school districts. By December 2002, there were 133 community schools in 26 of the 612 school districts in the state. Exhibit 1 displays the number of community schools in the state by region.

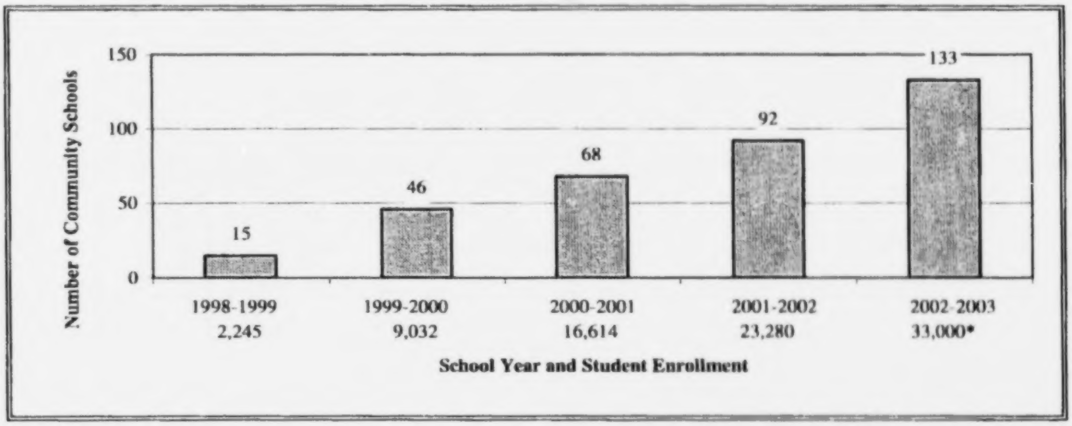
****

Exhibit 1
Number of Community Schools by Region
December 2002

Region	**Number of Community Schools**
Cleveland/Elyria/Lorain	25
Dayton/Springfield/Xenia	24
Cincinnati/Middletown	19
Columbus	16
Toledo/Lima	16
Akron/Canton	12
Electronic schools	12
Youngstown/Warren	7
Mansfield	1
Portsmouth	1
Statewide	**133**

Number of schools and student enrollment. The number of students enrolled in community schools has increased from approximately 2,000 during the 1998-1999 school year to over 33,000 by December 2002. Exhibit 2 illustrates the growth in the number of schools and in student enrollment since the first 15 community schools opened in 1998.

Exhibit 2
Growth of Ohio Community Schools and Student Enrollment



*Estimated enrollment for 2002-2003

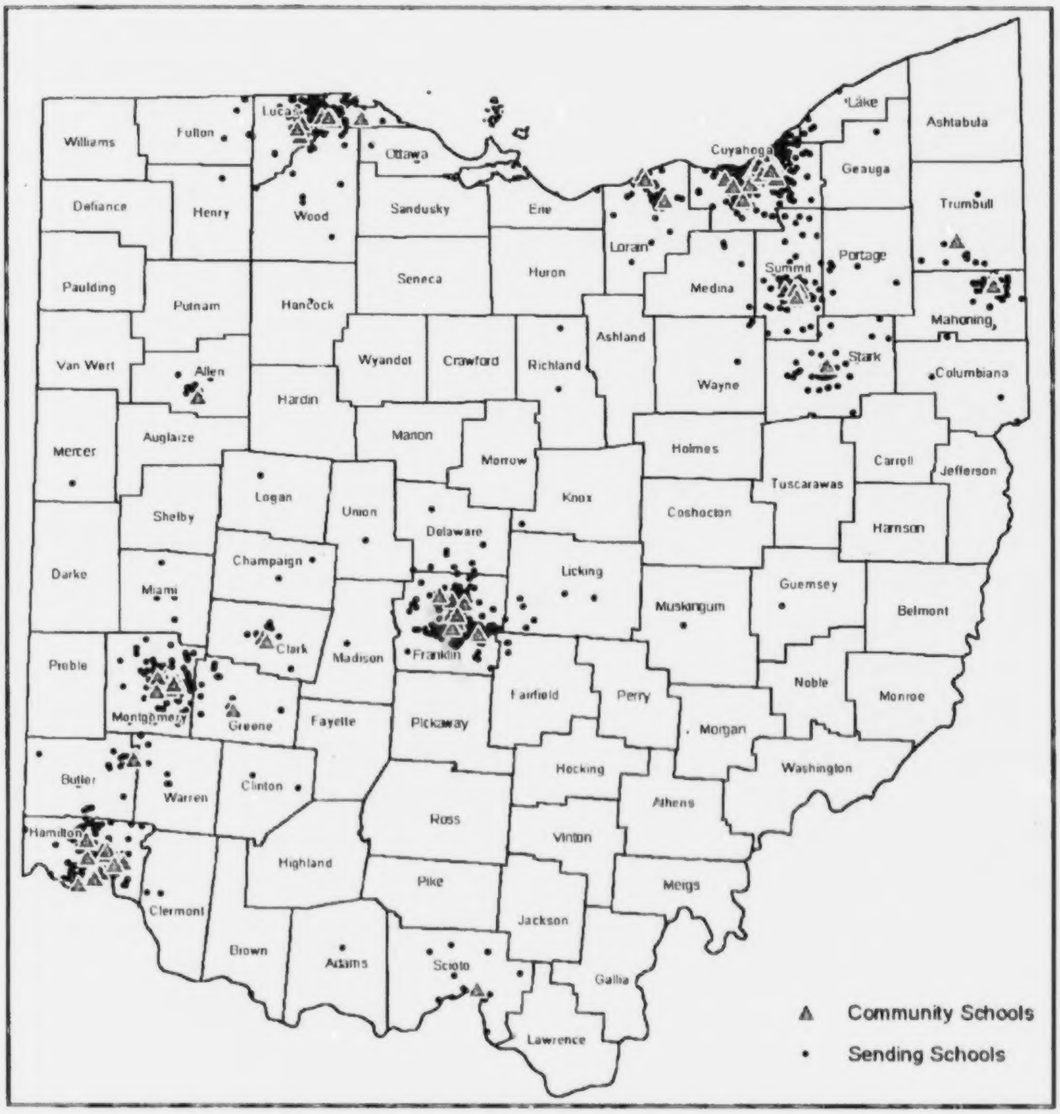
Sending schools. LOEO collected "sending school" data for the 2001-2002 school year. LOEO defines a sending school as the school from which students come, prior to enrolling in a community school. In the case of kindergarten students, it is the traditional public school the child would have attended had he/she not gone to a community school.

Community schools identified the sending schools of the students who were enrolled as of the first full week of October 2001. Sending school data were requested from 91 schools and LOEO received information from 80 (88%). LOEO had sending school records for 21,495 community school students for the 2001-2002 school year.

Most non-electronic community school students are concentrated in the urban regions of the state where the community school initiative began. Exhibit 3 displays the sending schools of students attending non-electronic community schools in 2001-2002. Each triangle represents a community school and each dot represents a sending school building.

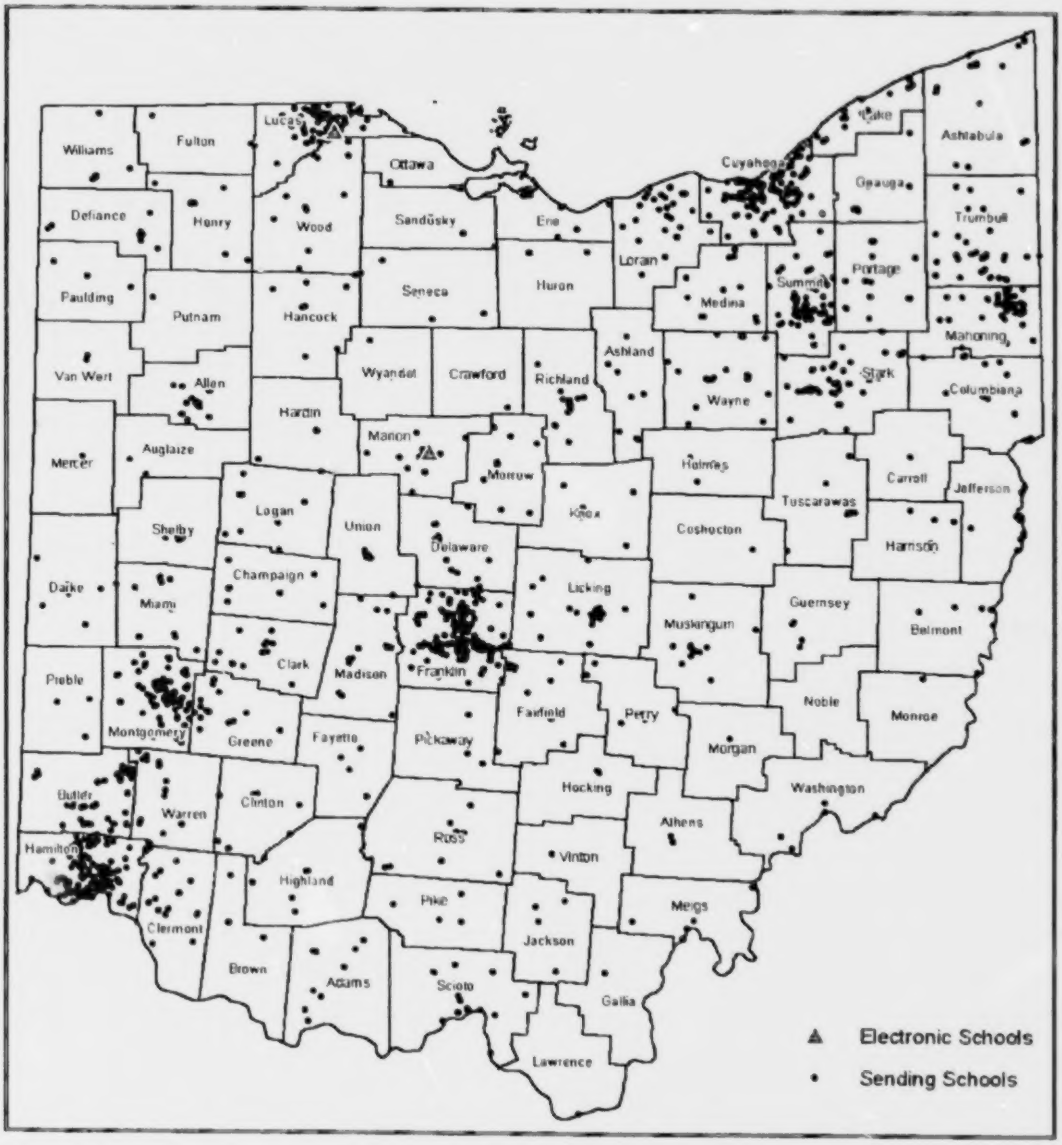
Exhibit 4 displays the sending schools of students that attended the two electronic community schools, eCOT and TRECA, during the 2001-2002 school year. Each dot represents a sending school building and provides a visual representation of the dispersion of electronic community school students across the state.

Exhibit 3
Sending and Community Schools*
2001-2002


Williams
Fulton
Lucas
Ottawa
Lake
Ashtabula
Cuyahoga
Geauga
Defiance
Henry
Wood
Sandusky
Erie
Trumbull
Lorain
Portage
Paulding
Putnam
Hancock
Seneca
Huron
Medina
Summit
Mahoning
Van Wert
Allen
Wyandot
Crawford
Richland
Ashland
Wayne
Stark
Columbiana
Hardin
Mercer
Auglaize
Marion
Morrow
Holmes
Carroll
Jefferson
Tuscarawas
Logan
Knox
Shelby
Union
Delaware
Coshocton
Harrison
Darke
Champaign
Licking
Miami
Guernsey
Muskingum
Belmont
Clark
Madison
Franklin
Preble
Noble
Monroe
Fairfield
Perry
Montgomery
Greene
Fayette
Pickaway
Morgan
Washington
Butler
Hocking
Warren
Clinton
Athens
Hamilton
Ross
Vinton
Highland
Pike
Meigs
Clermont
Jackson
Brown
Adams
Scioto
Gallia
Lawrence
▲ Community Schools
• Sending Schools

* Does not include electronic schools

Exhibit 4
Sending and Electronic Community Schools
2001-2002


Williams
Fulton
Lucas
Ottawa
Lake
Ashtabula
Cuyahoga
Geauga
Defiance
Henry
Wood
Sandusky
Erie
Lorain
Trumbull
Paulding
Putnam
Hancock
Seneca
Huron
Medina
Summit
Portage
Mahoning
Van Wert
Allen
Wyandot
Crawford
Richland
Ashland
Wayne
Stark
Columbiana
Mercer
Auglaize
Hardin
Marion
Morrow
Holmes
Carroll
Jefferson
Tuscarawas
Shelby
Logan
Union
Delaware
Knox
Coshocton
Harrison
Darke
Miami
Champaign
Licking
Guernsey
Belmont
Muskingum
Clark
Madison
Franklin
Preble
Montgomery
Greene
Fayette
Pickaway
Fairfield
Perry
Noble
Monroe
Morgan
Butler
Warren
Clinton
Hocking
Washington
Athens
Ross
Hamilton
Vinton
Highland
Clermont
Pike
Meigs
Jackson
Brown
Adams
Scioto
Gallia
Lawrence
▲ Electronic Schools
• Sending Schools

Sending districts and buildings. Sending school data indicate that for the 2001-2002 school year, students who attended non-electronic community schools came from 1,306 school buildings located in the 361 districts.

Sending school data indicate that for the 2001-2002 school year, electronic community school students came from 1,399 school buildings in 533 districts.

Average miles traveled. The distance between a community school student's sending school and respective community school is, on average, five miles. This calculation does not include the two electronic community schools.

Community school characteristics

School size. When LOEO first examined school size during the 1998-1999 school year, half of the community schools enrolled less than 100 students. LOEO once again examined these numbers for the 1999-2000 school year and concluded that community schools were growing in size. At that time, only 26% of community schools enrolled less than 100 students.

As the number of schools has expanded, the size trend has reversed slightly. During the 2001-2002 school year, 37% of community schools enrolled fewer than 100 students. As Exhibit 5 illustrates, most community schools (77%) enrolled 350 students or less during the 2001-2002 school year.

****

Exhibit 5
Enrollment Size of First through Fourth Generation Community Schools
2001-2002
N=90

Enrollment	Number of Community Schools	Percent of Community Schools
Less than 100 students	33	37%
100 – 350 students	36	40%
351 or more students	21	23%

Grade levels. Community schools enroll a higher proportion of elementary age students than traditional public school districts. During the 2001-2002 school year, 52% of community school students were enrolled in grades K-5, compared to only 44% for traditional public school districts.

Community schools and traditional public school districts enroll a similar proportion of middle school students. During the 2001-2002 school year, 21% of community school students were in grades 6-8, while 24% of the traditional public school district population was enrolled in those same grades.

Only 22% of community school students were in grades 9-12, compared to 32% statewide. However, the percentage of community school students in grades 9-12 has steadily increased since LOEO's previous studies. In 1998-1999, only 6% of community school students were high school-aged. This number increased to 16% in 1999-2000, and then to 22% in 2001-2002. Exhibit 6 presents the proportion of community school students by grade level compared to statewide figures for the 2001-2002 school year.

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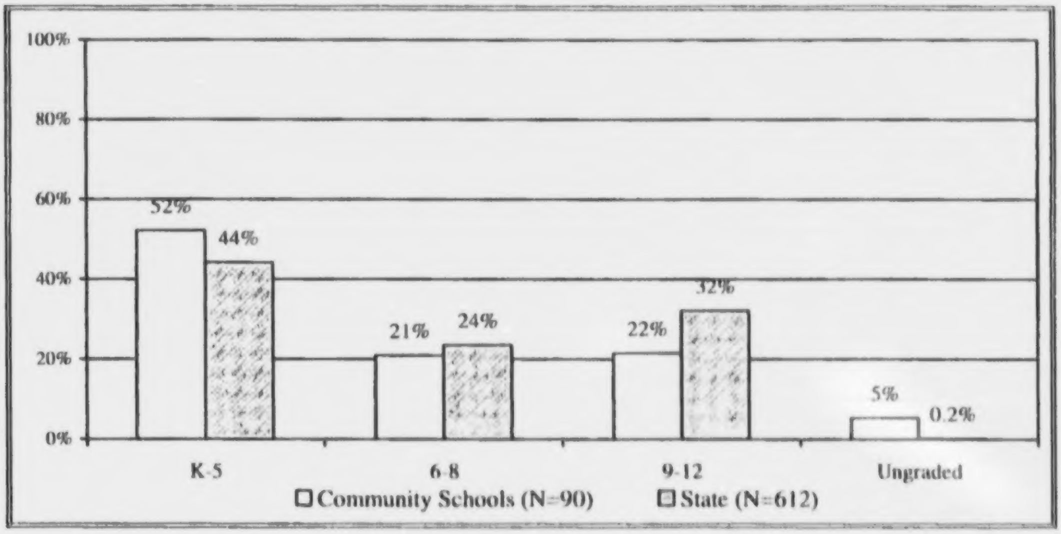
Exhibit 6
Percent of Students by Grade Level
Community Schools and Traditional Public School Districts
2001-2002



Race and ethnicity. Exhibit 7 displays race and ethnicity figures for community schools, the 21 corresponding school districts where community schools are located, and all 612 traditional public school districts in the state for the 2001-2002 school year.

LOEO has noted in previous reports that community schools tend to enroll a higher proportion of minorities than their district counterparts. This trend continued in 2001-2002. During the 2001-2002 school year, 69% of the community school population was African-American compared to 52% for the corresponding school districts (i.e., 21 urban school districts). Almost 70% of individual community schools enrolled a higher proportion of minority students than their district counterpart.

This difference is larger when comparing race and ethnicity figures of community schools to all 612 traditional public school districts. As noted above, 69% of the community school population was African-American while 17% of the state's student population was African-American during the 2001-2002 school year.

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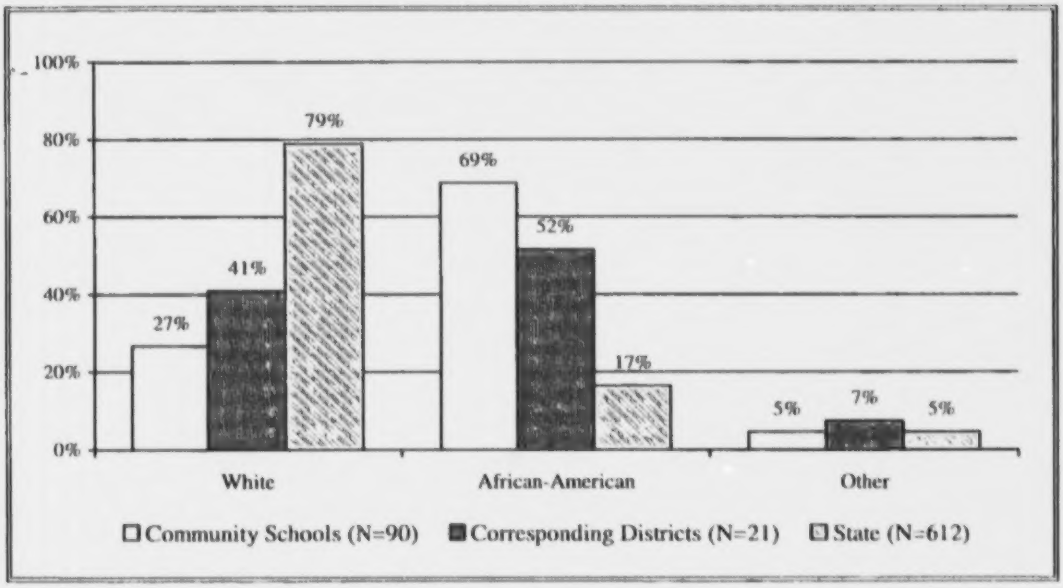
Exhibit 7
Race and Ethnicity
Community Schools and Statewide
2001-2002



Race and ethnicity data for both community schools and the 21 corresponding school districts come from October 2001. Data on all 612 school districts come from June 2002. The "Other" category includes Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, or Multicultural students.

Special needs students. Community schools continue to enroll a smaller percentage of special needs students. At the conclusion of the 2001-2002 school year, 8% of community school students were reported as having a disability requiring an Individualized Education Plan (IEP). The statewide percentage of students with a disability was 13%.

Prior school experience. The vast majority of community school students attended a traditional public school before opting to enroll in a community school. Exhibit 8 contains a summary of the sending schools identified by community schools in 2001-2002.

Exhibit 8
Summary of Sending Schools Data: 2001-2002

Sending School	Number of Community School Students	Percent of Community School Students
Traditional Public School	17,162	79.8%
Unknown	1,364	6.4%
Private School	1,189	5.5%
Community School*	1,024	4.8%
Home-School	582	2.7%
Out of State	161	0.8%
Other	13	0.1%
Total	**21,495**	**100%**

*Data are an overestimate due to some community schools reporting themselves as a sending school.

Summary

- The number of community schools has grown from 15 in 1998-1999 to 133 as of December 2002.

- Similarly, student enrollment in community schools has expanded from approximately 2,000 during the 1998-1999 school year to over 33,000 students by December 2002.

- According to sending school data, non-electronic community school students came from 361 school districts and 1,306 school buildings in those districts during the 2001-2002 school year. For that same year, electronic community school students came from 533 school districts and 1,399 school buildings in those districts.

- The distance between a student's sending school and respective community school is, on average, five miles. This calculation does not include students enrolled in electronic community schools.

- During the 2001-2002 school year, 37% (33) of community schools enrolled less than 100 students. Forty percent (36) enrolled between 100 and 350 students, and 23% (21) of community schools enrolled 351 students or more.

- For the 2001-2002 school year, community schools served proportionately more students in grades K-5 (52%) than school districts across the state (44%). For that same year, community schools served a similar proportion of students in grades 6-8 (21%) compared to districts across the state (24%). Twenty-two percent of community school students were in grades 9-12 compared to 32% across the state.

- Community schools continue to enroll a higher proportion of minority students than their corresponding school districts and districts across the state. During the 2001-2002 school year, 69% of the community school population was African-American compared to 52% for corresponding school districts and 17% for all districts across the state.
- Community schools continue to enroll a smaller percentage of special needs students. At the conclusion of the 2001-2002 school year, 8% of community school students were reported as having a disability requiring an Individualized Education Plan (IEP). The statewide percentage of students with a disability was 13%.
- The vast majority of students included in LOEO's sending school data attended a traditional public school before opting to enroll in a community school. During the 2001-2002 school year, approximately 80% of community school students were previously educated at a traditional public school.

Chapter III
Community School Profiles

This chapter provides detailed profiles of 88 first through fourth generation community schools that were operating during the 2001-2002 school year. It also includes a list of the fifth generation schools and a list of schools by region that have closed or suspended operations.

Profile organization

Regions and maps. The profiles are organized into nine regions:

- Akron/Canton;
- Cincinnati/Middletown;
- Cleveland/Elyria/Lorain;
- Columbus;
- Dayton/Springfield/Xenia;
- Lima;
- Toledo;
- Youngstown/Warren; and
- Portsmouth.

There is one statewide map:

- Electronic schools.

Each regional section begins with a map displaying the community schools in the counties in the region. The community schools on the maps are the first through fourth generation schools that remained open during the 2002-2003 school year. The map also displays the previous schools attended by the community school students (sending schools).

After each regional map, information is provided on:

- The number of community schools in each county;
- The number of school districts and school buildings from which the community schools draw students;
- The average miles traveled by students to attend a community school. The distance between a community school and its sending school is used as a proxy for "miles traveled";
- The names of the community schools included on the map, their sponsors, and the years they opened;
- The names of schools that opened in 2002; and
- The names of community schools that have closed or suspended operations.

Detailed profiles for each community school follow its respective map. For example, if a community school opened in Lucas County, its profile is located in the Toledo Area region.

The Ohio Geographically Referenced Information Program (OGRIP) of the Department of Administrative Services prepared the regional information and maps.

Sending school data. Data found on the regional maps are from LOEO's sending school data. As mentioned in Chapter I of this volume, LOEO defines a sending school as the school from which students come, prior to enrolling in a community school. In the case of kindergarten students, it is the traditional public school the child would have attended, had he/she not gone to a community school.

Community schools identified the sending schools of the students who were enrolled as of the first week of October 2001.

Sending schools data were requested from 91 schools and LOEO received information from 80 (88%). LOEO had sending school records for 21,495 community school students for the 2001-2002 school year.

Profile elements

The profiles provide background information on each of the currently operating first through fourth generation community schools, including its location, sponsor, facility, student-to-teacher ratio, percent of students with disabilities, and whether it uses a management company.

In addition, the profiles provide the following information about the characteristics of the school and the students who attend:

Educational approach. This section describes the school's curricular and instructional strategies. The description is a synthesis of the information in the community school's contract. For some schools, LOEO has information from teacher interviews and classroom observations that were conducted for previous LOEO studies.

Annual report message. The annual reports prepared by the community schools varied widely in style, length, and substance. In the interest of brevity, LOEO limited each school's "annual report message" to four or five statements which capture the essence of what the school reported in terms of its accomplishments for the 2000-2001 school year.

Fourth and fifth generation schools did not produce annual reports for the 2000-2001 school year. LOEO did not review the annual report message for the community schools that are closed or suspended.

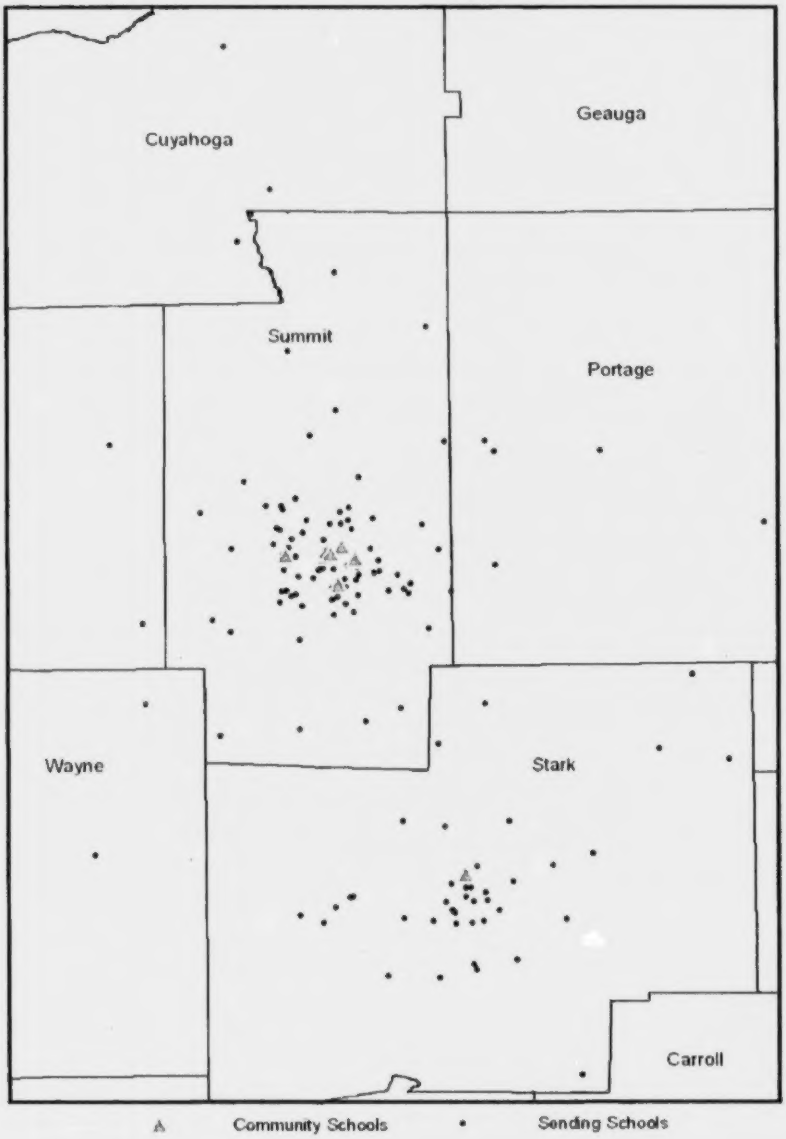
Enrollment information and grade levels. The enrollment numbers are taken from each school's October count of students as submitted via the state's Education Management Information System (EMIS). The Ohio Department of Education (ODE) has verified the numbers reported for the 1998-1999 and 1999-2000 school years. Enrollment figures reported for the 2000-2001 school year have also been verified by ODE; however, these numbers were not available for every school. As of January 2003, enrollment figures for the 2001-2002 school year have not yet been verified by ODE.

Race and ethnicity. Race and ethnicity data for each community school and corresponding city school district are taken from the fiscal year 2002 October counts as reported via EMIS. The "Other" category includes students classified as Hispanic, Asian or

Pacific Islander, American Indian or Alaskan Native, or Multicultural.

Statewide race and ethnicity figures are also reported. These data are taken from the 2003 State Report Card, which reports year-end data for the 2001-2002 school year.

Akron/Canton Area


Cuyahoga
Geauga
Summit
Portage
Wayne
Stark
Carroll
Community Schools
Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Stark County	1	1
Summit County	8	5

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According to LOEO's sending school data:

- Summit and Stark County community schools draw students from 46 school districts
- Summit and Stark County community schools draw students from 131 school buildings in those districts
- During the 2001-2002 school year, community school students in Summit and Stark Counties came from sending schools that are, on average, 4.93 miles away from community schools.

Akron/Canton Area Community Schools

Community School	Sponsor	Location	Year Opened	Generation
Hope Academy Brown Street	State Board of Education	Akron	1998	First
Hope Academy University	State Board of Education	Akron	1998	First
The Edge Academy	State Board of Education	Akron	1999	Second
Ida B. Wells	State Board of Education	Akron	1999	Second
Life Skills Center of Akron	State Board of Education	Akron	1999	Second
Summit Academy for Alternative Learners of Akron	State Board of Education	Akron	1999	Second
Lighthouse Community School & Professional Development Academy	State Board of Education	Akron	2000	Third
Summit Academy for Alternative Learners of Canton	State Board of Education	Canton	2000	Third
Summit Academy for the Creative Arts	State Board of Education	Akron	2001	Fourth

Fifth Generation Schools (Opened 2002)

Community School	Sponsor	Location
Hope Academy Canton	State Board of Education	Canton
Life Skills Center of Canton	State Board of Education	Canton

Hope Academy Brown Street

1035 Clay Street
Akron, OH 44301
(330) 785-0180

Director: Wendy Rydarowicz, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves an at-risk student population.
- A mastery-based instructional program that focuses on reading, language arts, and mathematics is used. Reading and mathematics programs include detailed curricular goals. Goals are spelled out through daily objectives and procedures that are reflected in teachers' lesson plans.
- Pupil Performance Objectives (PPO) specify for each student the behavior to be achieved, the condition for demonstrating the behavior, and the criterion (or level) of competency by which the behavior is to be expressed.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that places and monitors the progress of each student.

2000-2001 Annual Report Highlights (Self-reported)

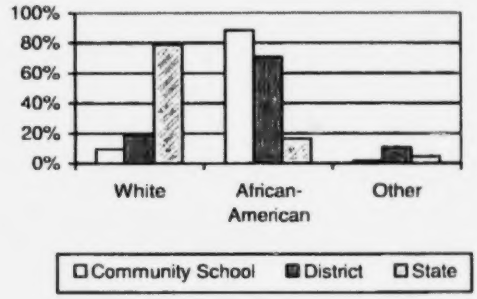
- The school reported the percentage of students passing all subjects of the 4th and 6th grade proficiency tests.
- The school established achievement and ability levels for each student to ensure that each student received instruction in a manner that resulted in the highest level of learning for that child.
- The average daily attendance rate was 93.3%.
- Progress was made towards six different academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-8	248
1999-2000	K-8	271
2000-2001	K-8	266
2001-2002	K-8	271

Student/teacher ratio: 22.2
Student/teacher & aide ratio: 13.3
Students with disabilities: 5.2%

2001-2002 Race and Ethnicity



Hope Academy University

220 South Broadway
Akron, OH 44308
(330) 535-7728

Director: Angela Stanley, Principal
Management company: White Hat Management
Sponsor: State Board of Education

Educational Approach

- This school serves an at-risk student population.
- A mastery-based instructional approach, that focuses on reading, language arts, and mathematics, is used. Reading and mathematics programs include detailed curricular goals. These goals are spelled out through daily objectives and procedures that are reflected in the teachers' lesson plans.
- Pupil Performance Objectives (PPO) specify for each student the behavior to be achieved, the condition for demonstrating the behavior, and the criterion (or level) of competency by which the behavior is to be expressed.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that places and monitors the progress of each student.

2000-2001 Annual Report Highlights (Self-reported)

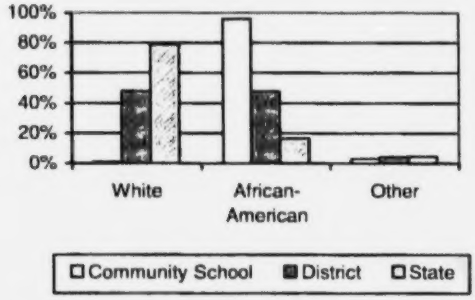
- The school reported the percentage of students passing all subjects of the 4th and 6th grade proficiency tests.
- The school established achievement and ability levels for each student to ensure that each student received instruction in a manner that resulted in the highest level of learning for that child.
- The average daily attendance rate was 93.2%.
- Progress was made towards six different academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-5	137
1999-2000	K-6	188
2000-2001	K-6	155
2001-2002	K-6	197

Student/teacher ratio: 19.4
Student/teacher & aide ratio: 10.3
Students with disabilities: 8.6%

2001-2002 Race and Ethnicity



Ida B. Wells Community Academy

1180 Slosson Street
Akron, OH 44320
(330) 867-1085

Director: Michelle Rumrill, Principal
Sponsor: State Board of Education
Management company: None
Facility type: Church building

Educational Approach

- This school serves a general student population.
- The curriculum is modeled after Ohio's Model Curriculum with "The Cultural Dimension" addition.
- Students will be assessed by the Ohio Proficiency Test, various psychometric instruments, such as the California Achievment Test and performance-based assessments such as portfolios and demonstrations.
- Students are taught a basic skills program with an interdisciplinary (holistic) learning focus.
- Classes are small and team-taught.

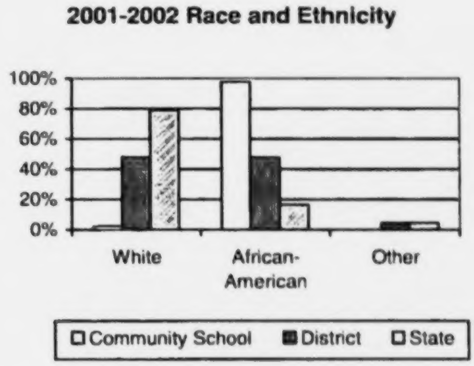
2000-2001 Annual Report Highlights (Self-reported)

- The academy has not yet had to administer the Ohio Proficiency Test because it enrolled students in grades K-3.
- Students took the CAT test and McGraw-Hill's Test of Cognitive Skills. Results from the CAT test were reported.
- The attendance rate was 93.8%.
- The school redesigned the school day to better serve students and faculty "loop" with their students.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-2	50
2000-2001	K-3	74
2001-2002	K-4	86

Student/teacher ratio: 8.2
Student/teacher & aide ratio: 6.7
Students with disabilities: 7%



Life Skills Center of Akron

80 West Bowery
Akron, OH 44308
(330) 376-8700

Director: Yolanda Eliand, Principal **Sponsor:** State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves students between the ages of 16 and 22 who have dropped out, or are considering dropping out, of high school.
- Curriculum is modeled after Ohio's Model Curriculum and is highly computer based. Students learn academic skills and earn a majority of their academic credits through computerized instruction. Students earn additional credits toward graduation by working or volunteering.
- Students attend life skills classes on a daily basis. The classes are designed to assist students with job readiness skills, proper etiquette, positive social interaction and life long financial responsibilities.
- This school uses multi-age classrooms.

2000-2001 Annual Report Highlights (Self-reported)

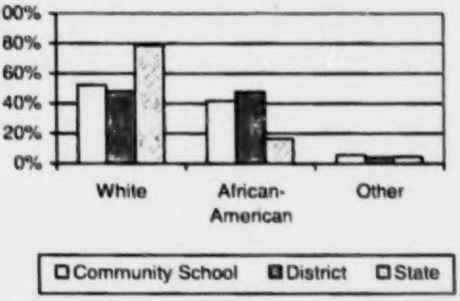
- The school reported the percent of students passing each subject of the 9th grade proficiency test. Twenty of 201 students passed more than one subject.
- The school creates and uses an Individual Learning Plan for every student.
- The school did not report an attendance rate.
- The annual report states that the school's goal is to develop productive viable citizens who can easily make the transition from school to work, but progress toward this goal is not clear.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	9-12	332
2000-2001	9-12	528
2001-2002	9-12	569

Student/teacher ratio: 33
Student/teacher & aide ratio: 21.1
Students with disabilities: 8.3%

2001-2002 Race and Ethnicity



Lighthouse Community & Professional Development School

388 South Main Street
Akron, OH 44311
(330) 374-9235

Director: Jane Bechtel, Director **Sponsor:** State Board of Education
Management company: None
Facility type: 1st floor in a former Goodrich Building

Educational Approach

- This school serves a general student population.
- The curriculum has several components including, counseling and guidance issues, best practices research, State Board model curricula for their competency-based education programs, ODE's competency-based assessment series, and goals, standards, and outcomes developed by national organizations.
- Students are assessed by the Ohio Proficiency Test, nationally normed, standardized tests, and compentency-based education assessments (criterion referenced).
- The school is dedicated to educating the whole child within his/her family system in a multicultural democracy, producing concerned citizens who are committed to educational excellence in their communities.
- They offer a "gifted education program for all kids."

2000-2001 Annual Report Highlights (Self-reported)

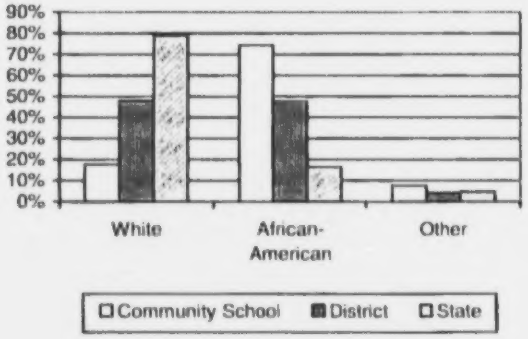
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-3	62
2001-2002	K-5	117

Student/teacher ratio: 15.5
Student/teacher & aide ratio: 15.5
Students with disabilities: 17.9%

2001-2002 Race and Ethnicity



Summit Academy for the Creative Arts

864 East Market Street
Akron, OH 44305
(330) 434-2343

Director: David Peters, Principal **Sponsor:** State Board of Education
Management company: Summit Academy Management

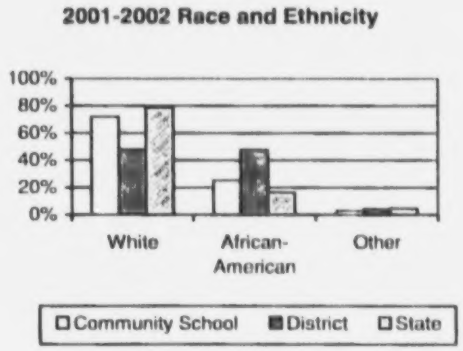
Educational Approach

- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum includes the Core Knowledge program and Therapeutic Martial Arts.
- Each student keeps a portfolio, which is built around his or her personal education plan (PEP).
- The school adopted the Ohio Competency-Based Programs educational objectives.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

Enrollment Information

Year	Grades	Students
2001-2002	6-8	75

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 100%


2001-2002 Race and Ethnicity

Summit Academy of Alternative Learners

819 East Market Street
Akron, OH 44305
(330) 253-7441

Director: Robin Muscato, Principal **Sponsor:** State Board of Education
Management company: Summit Academy Management

Educational Approach

- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum focuses on developing students' academic and life skills by group experiential learning, and using Scouting combined with Martial Arts.
- The school adopted the Ohio Competency-Based Programs educational objectives.
- Character development and the development of life skills are also emphasized.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

2000-2001 Annual Report Highlights (Self-reported)

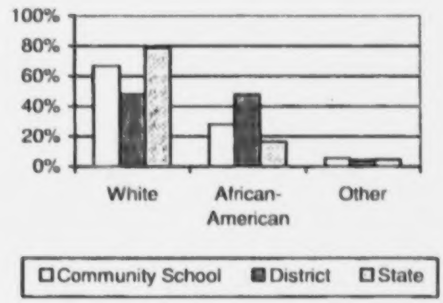
- Students generally showed increases in Stanford Diagnostic Test scores.
- More than half of the parents put in an estimated 100 or more volunteer hours.
- By grades, the percentage of attendance for the year was: Fourth, 96%; Fifth, 91%; Sixth, 93%; Seventh, 93%, and Eight, 92%.
- All students participated in therapeutic Martial Arts twice weekly.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	4-7	108
2000-2001	4-8	122
2001-2002	4-8	36

Student/teacher ratio: 16.6
Student/teacher & aide ratio: 13.1
Students with disabilities: 97.2%

2001-2002 Race and Ethnicity



Summit Academy-Canton City

2400 Cleveland Avenue NW
Canton, OH 44709
(330) 453-8547

Director: Ronald H. Milam, Principal
Sponsor: State Board of Education
Management company: Summit Academy Management

Educational Approach

- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum focuses on developing students' academic and life skills by group experiential learning, and using Scouting combined with Martial Arts.
- Each student will keep a portfolio, which will be built around his or her personal education plan (PEP).
- The school adopted the Ohio Competency-Based Programs educational objectives.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

2000-2001 Annual Report Highlights (Self-reported)

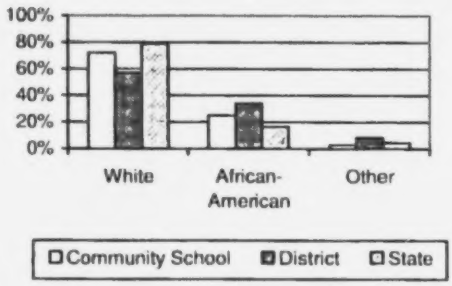
- Stanford Diagnostic Test scores improved from Fall 2000 to Spring 2001.
- Attendance was 95% for third and fifth grades; 92% for fourth grade.
- It is estimated that more than half of the parents put in 100 or more volunteer hours.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	3-5	43
2001-2002	3-7	72

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 97.2%

2001-2002 Race and Ethnicity



The Edge Academy

92 North Union Street
Akron, OH 44308
(330) 535-4581

Director: Jack H. McKee, Director
Management company: Edge Learning, Inc.
Facility type: Elementary School
Sponsor: State Board of Education

Educational Approach

- This school serves an at-risk student population.
- Curriculum emphasizes mastery of reading, language arts, and math through structured, teacher-centered direct instruction and is aligned with Ohio's Model Curriculum.
- The instruction of social studies, science, art, music, and physical education is approached through hands-on activities.
- As a back-to-basics school, the educational institution focuses on teaching each student how to read well.

2000-2001 Annual Report Highlights (Self-reported)

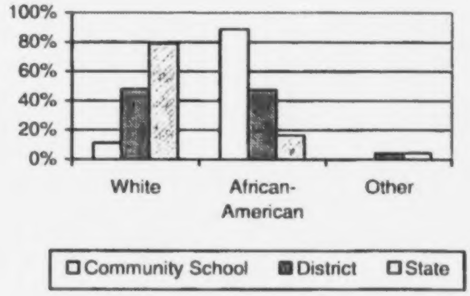
- Test results particularly demonstrate the positive impact of the school's reading and math programs for students who have been enrolled since the start of their formal education.
- Direct instruction has been very successful as measured by student academic performance, teacher evaluations, and parent observations.
- Student attendance averaged 93.9%.
- Ninety percent of the student body qualified for free or reduced price lunches.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-3	102
2000-2001	K-4	115
2001-2002	K-5	134

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 5.2%

2001-2002 Race and Ethnicity



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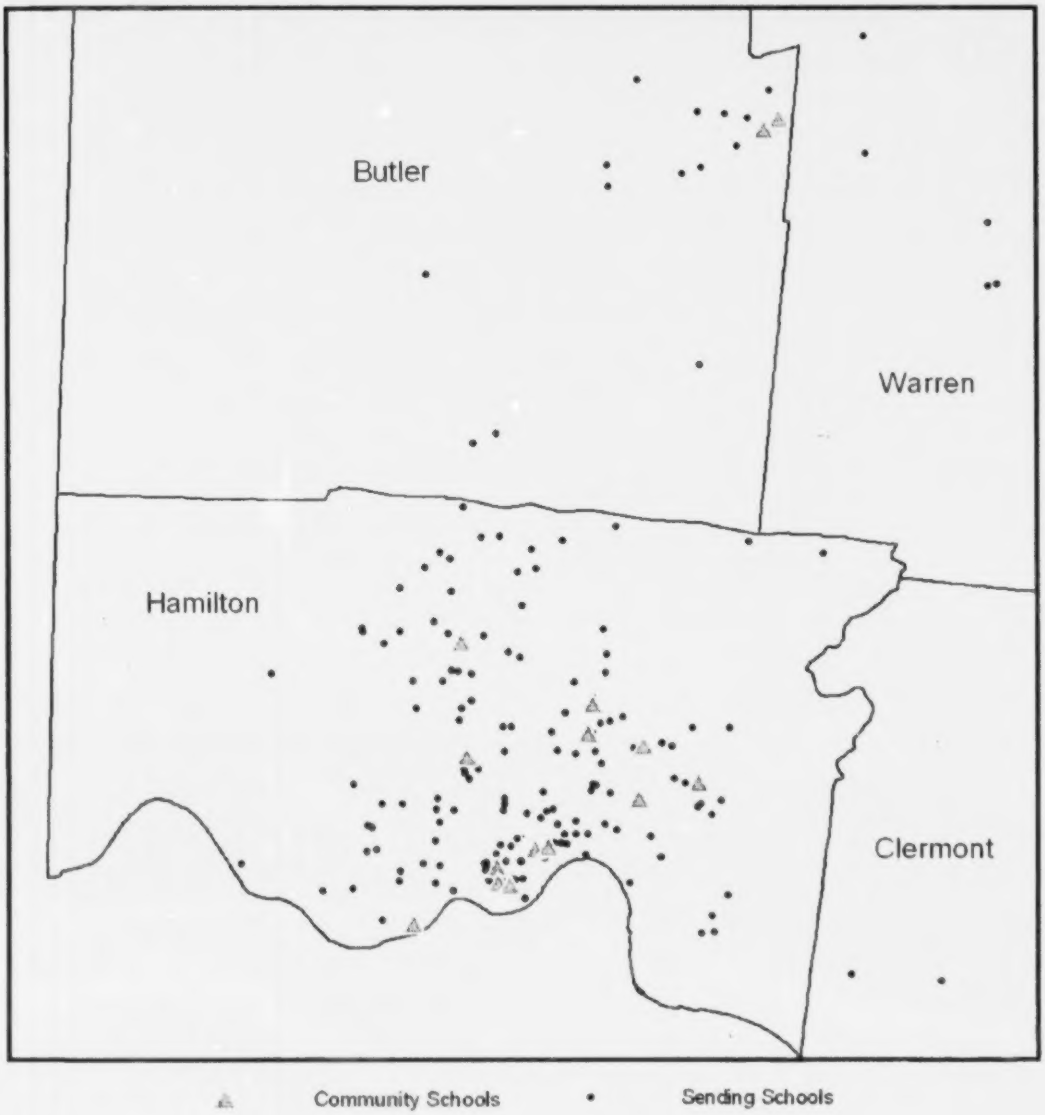
Cincinnati/Middletown Area


Butler
Warren
Hamilton
Clermont
△ Community Schools
• Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Butler County	2	2
Hamilton County	15	13*

*LOEO also had sending school data for SABIS community school. This school closed at the end of the 2001-2002 school year and has been omitted from the map and the statistics below.

According to LOEO's sending school data:

- Hamilton and Butler County community schools draw students from 42 school districts.
- Hamilton and Butler County community schools draw students from 179 buildings in those districts.
- During the 2001-2002 school year, community school students in Hamilton and Butler counties came from sending schools that are, on average, 4.66 miles away from their community schools.

Cincinnati/Middletown Area Community Schools

Community School	Sponsor	Location	Year Opened	Generation
Harmony Community School	State Board of Education	Cincinnati	1998	First
Oak Tree Montessori	State Board of Education	Cincinnati	1998	First
Cincinnati College Preparatory Academy	State Board of Education	Cincinnati	1999	Second
Greater Cincinnati Community Academy	State Board of Education	Cincinnati	1999	Second
Riverside Academy	State Board of Education	Cincinnati	1999	Second
A.B. Miree Fundamental Academy	State Board of Education	Cincinnati	2000	Third
East End Community Heritage School	Cincinnati City School District	Cincinnati	2000	Third
Life Skills Center of Cincinnati	State Board of Education	Cincinnati	2000	Third
Lighthouse Community School	Cincinnati City School District	Cincinnati	2000	Third
T.C.P. World Academy	State Board of Education	Cincinnati	2000	Third
W.E.B. DuBois Academy	State Board of Education	Cincinnati	2000	Third
Dohn Community School	State Board of Education	Cincinnati	2001	Fourth
Hamilton County Mathematics & Science Academy	State Board of Education	Cincinnati	2001	Fourth
ISUS Trade and Technology	Cincinnati City School District	Cincinnati	2001	Fourth
Life Skills Center of Butler County	State Board of Education	Middletown	2001	Fourth
Phoenix Community Learning Center	State Board of Education	Cincinnati	2001	Fourth
Summit Academy Elementary-Middletown	State Board of Education	Middletown	2001	Fourth

Fifth Generation Schools (Opened 2002)

Community School	Sponsor	Location
Middletown Preparatory and Fitness Academy	State Board of Education	Middletown
M. Booth Academy	State Board of Education	Cincinnati

Closed Schools

Community School	Sponsor	Year Closed
SABIS (closed)	State Board of Education	2002

A.B. Miree Fundamental Academy

1660 Sternblock Road
Cincinnati, OH 45327
(513) 351-8034

Director: Pauline Olverson, Principal **Sponsor:** State Board of Education
Management company: None
Facility type: School building-1960; ABMFA renovated in 2000

Educational Approach

- This school serves a general student population.
- Curriculum focuses on the Core Knowledge Foundation's Curriculum Sequence and is augmented with the Ohio Model Curriculum and Ohio Learning Outcomes.
- Students are assessed with the Ohio Proficiency Test, standardized tests (CTBS, CAT, Stanford 9, IOWA), portfolios, demonstrations, and integrated performance tasks.
- The school features a "Back to Basics" program.

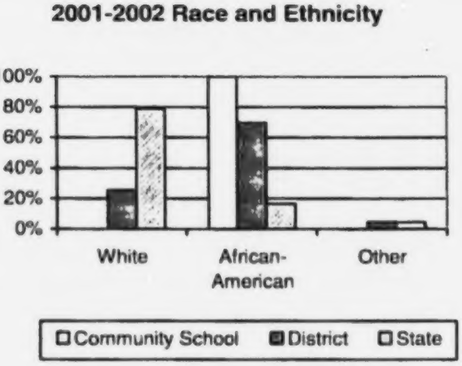
2000-2001 Annual Report Highlights (Self-reported)

- Students took the 4th and 6th grade proficiency tests, yet the report included no details of results.
- Comprehensive Test of Basic Skills pre and post-tests given and in most cases, results improved over the time period between the pre and post-tests.
- Daily attendance was 90.48%. Rate was compared with the school district from which most students come.
- School reported progress on two main objectives.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-6	326
2001-2002	K-8	368

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 8.2%



Cincinnati College Prep Academy

1141 Central Parkway
Cincinnati, OH 45202
(513) 684-0777

Director: Lisa K. Hamm, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

- This school serves a general student population.
- The curriculum builds on Ohio's Learning Outcomes and is college preparatory.
- Students take the Ohio Proficiency Test and Off-Grade Proficiency Tests.
- The school seeks to holistically guide and direct students in development of personal character and academic potential through top quality teaching and child-centered programs in a safe, positive environment.
- Students are placed in multi-age classrooms.

2000-2001 Annual Report Highlights (Self-reported)

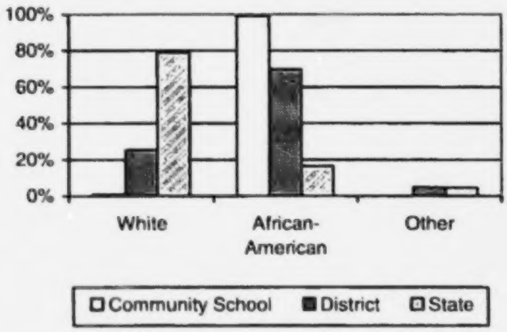
- Students took the 4th and 6th grade proficiency tests and the results were reported.
- All students took the Riverside Off-Grade Proficiency Tests.
- The daily attendance rate was 98%.
- Students participate in "Imaginary Unviersity" as part of the college preparatory goal.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-6	348
2000-2001	K-7	363
2001-2002	K-8	430

Student/teacher ratio: 17.3
Student/teacher & aide ratio: 14
Students with disabilities: 7.2%

2001-2002 Race and Ethnicity



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Dohn Community School

608 East McMillan Avenue
Cincinnati, OH 45206
(513) 281-6100

Director: Kathleen E. Bower, Principal **Sponsor:** State Board of Education
Management company: None
Facility type: 10,000 square feet in a one-story building

Educational Approach

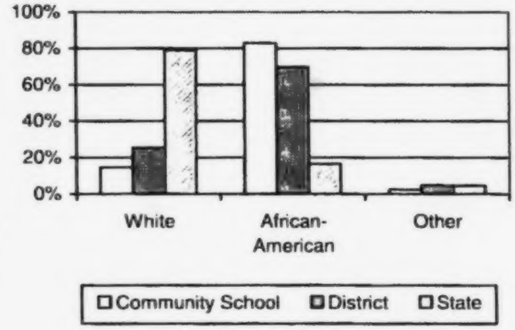
- The school serves an at-risk population of students with drug and/or alcohol problems or those whose lives have been impacted by substance abuse.
- The curriculum is based on the Ohio Model Curriculum.
- Students are assessed using the Developmental Teaching Objectives Rating Form-Revised, the Ohio Proficiency Test, the Test of Written Spelling, the Reading Level Indicator, a Math Inventory and an Assessment of Risk Factors Scale.
- The school focuses on students whose failure in school is due to the use of alcohol and other drugs, students living in homes with substance abusing parents or siblings, and/or students who need a school environment that supports abstinence.
- The school provides an integrated arts program to enable students to express their creativity and develop an appreciation of the arts.

Enrollment Information

Year	Grades	Students
2001-2002	9-12	41

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 19.5%

2001-2002 Race and Ethnicity



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East End Community Heritage School

2423 Eastern Avenue, PO Box 9889
Cincinnati, OH 45209
(513) 281-3900

Director: Cammie Montgomery, Principal
Sponsor: Cincinnati City School District
Management company: None
Facility type: Old school building

Educational Approach

- This school serves a general student population and capitalizes on the Appalachian location.
- The school focuses on Ohio's Model Curriculum.
- Students are assessed with the Primary Language Record, Project-Based Assessments and Portfolios, Exhibitions, and the Ohio Proficiency Test.
- The school is modeled on community structures, culture, and social practices.
- Students in the school are grouped in multi-age classrooms.

2000-2001 Annual Report Highlights (Self-reported)

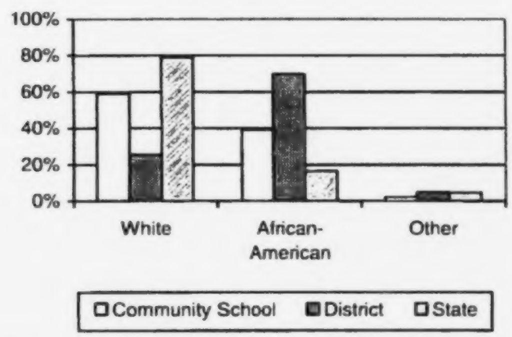
- Students were given the 4th, 6th, and 9th grade proficiency tests and results were established as a baseline for the next school year.
- The Ohio Off-Grade Proficiency Tests were administered and results were reported.
- The average daily attendance rate was 92.6%.
- The school reported on eight goals and indicators of success toward those goals. The school also mentioned five goals that were postponed or delayed.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-12	152
2001-2002	K-12	194

Student/teacher ratio: 11.7
Student/teacher & aide ratio: 8.9
Students with disabilities: 7.7%

2001-2002 Race and Ethnicity



Greater Cincinnati Community Academy

4781 Hamilton Avenue
Cincinnati, OH 45223
(513) 541-9750

Director: Johnny M. Willis, Principal
Sponsor: State Board of Education
Management company: None
Facility type: Former technical school

Educational Approach

- This school serves a general student population.
- Curriculum is based on the Ohio Model Curriculum.
- Students are assessed with the Ohio Proficiency Test and other standardized tests.
- Through a phonetic and comprehensive approach, this school seeks to create an atmosphere of learning and to develop high achievers who engender good citizenship.

2000-2001 Annual Report Highlights (Self-reported)

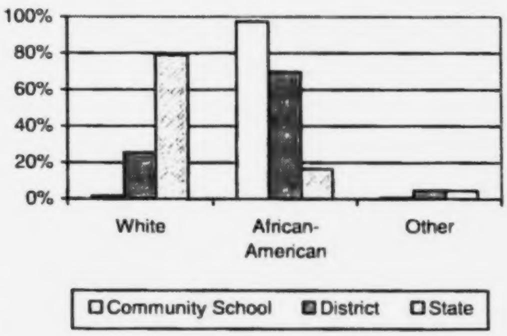
- Students took the 4th and 6th grade proficiency tests and results were reported.
- Students took the Stanford Achievement Test and substandard results were used to help design instruction.
- Attendance rates were reported by quarter: first quarter rate was 92%; second quarter rate was 87%; third quarter rate was 82%; and fourth quarter rate was 92%.
- Report states six objectives and that the school met all objectives.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-8	655
2000-2001	K-8	709
2001-2002	K-8	1057

Student/teacher ratio: 14.7
Student/teacher & aide ratio: 9.4
Students with disabilities: 16.5%

2001-2002 Race and Ethnicity



Hamilton County Math & Science Academy

7601 Harrison Avenue
Mt. Healthy, OH 45231
(513) 728-8620

Director: Dwan Moore, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

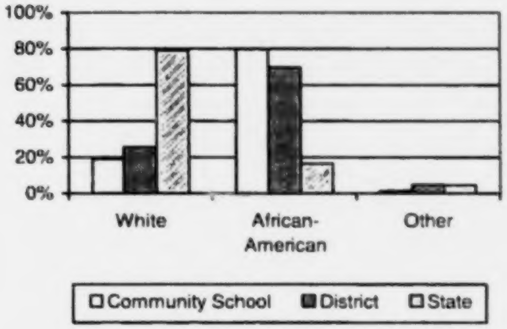
- This school serves a general student population.
- The curriculum is an integrated, traditional approach and follows the Ohio Model Curriculum.
- The Metropolitan Readiness Test is used for baseline and students are assessed with Ohio Off-Grade Proficiency Tests and the Ohio Proficiency Test.
- Students receive education with a focus on mathematics, science, and technology.

Enrollment Information

Year	Grades	Students
2001-2002	K	69

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



Harmony Community School

1580 Summit Road
Cincinnati, OH 45237
(513) 921-5260

Director: David Nordyke, Principal

Sponsor: State Board of Education

Management company: None

Facility type: Former site of a Jewish Community Center

Educational Approach

- This school serves a general student population.
- The school's curriculum is an interdisciplinary, educational program, with particular emphasis in the areas of reading, mathematics, and arts.
- Students are assessed on individual tests, the Ohio Proficiency Test, portfolios, and other measures.
- Educating through a participatory democracy, the school seeks to develop students' interpersonal skills and character.

2000-2001 Annual Report Highlights (Self-reported)

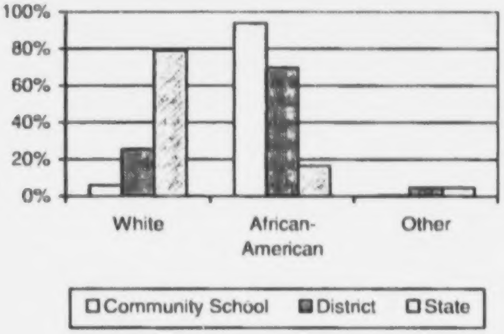
- The 9th grade Ohio Proficiency Test was given and the overall achievement percentage was 55%.
- The student attendance rate was 93%.
- The school took several steps to achieve quality improvement over the course of the year, including writing a professional development handbook and establishing a faculty review committee.
- Financial information was not reported.

Enrollment Information

Year	Grades	Students
1998-1999	5-12	201
1999-2000	5-12	397
2000-2001	5-12	454
2001-2002	6-12	501

Student/teacher ratio: 32.3
Student/teacher & aide ratio: 14.4
Students with disabilities: 4%

2001-2002 Race and Ethnicity



ISUS Trade & Technology Prep

425 Ezzard Charles Drive
Cincinnati, OH 45203
(513) 651-1908

Director: D. Wayne Sawyers
Sponsor: Cincinnati City School District
Management company: None

Educational Approach

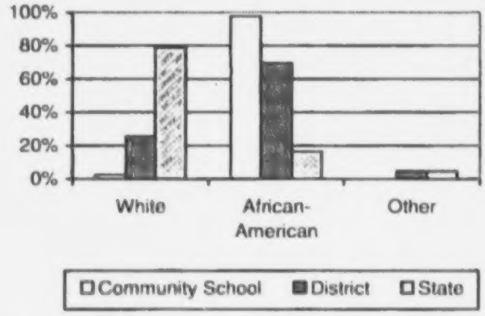
- This school serves a general student population.
- The curriculum focuses on academic instruction modeled after the Ohio Model Curriculum, trade skill training, and life skill training.
- Students are assessed with the Ohio Proficiency Test and Work Keys Assessments.
- Students receive an academic education as well as trade and technical skills.
- Students alternate between academic classes and work-site construction training.

Enrollment Information

Year	Grades	Students
2001-2002	9-12	91

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 4.4%

2001-2002 Race and Ethnicity



Life Skills Center of Cincinnati

2612 Gilbert Avenue
Cincinnati, OH 45206
(513) 475-0222

Director: Mark Elliott, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves students between the ages of 16 and 22 who have dropped out, or are considering dropping out, of high school.
- Curriculum is modeled after Ohio's Model Curriculum and is highly computer based. Students learn academic skills and earn a majority of their academic credits through computerized instruction. Students earn additional credits toward graduation by working or volunteering.
- Students attend life skills classes on a daily basis. The classes are designed to assist students with job readiness skills, proper etiquette, positive social interaction and life long financial responsibilities.
- This school uses multi-age classrooms.

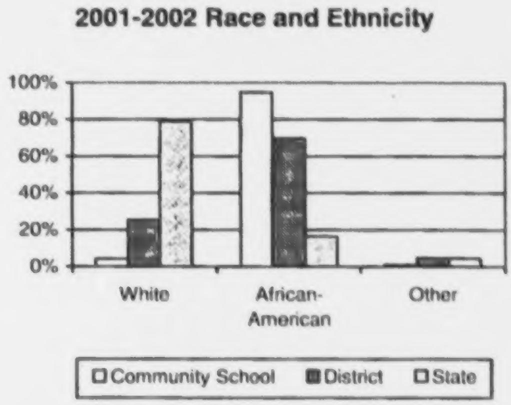
2000-2001 Annual Report Highlights (Self-reported)

- The school reported passage rates for each subject of the 9th grade proficiency test.
- The school administers the Test for Adult Basic Education to determine the grade level at which students should begin their academic work.
- The school did not report the attendance rate.
- The annual report describes one goal which is to develop productive, viable citizens who can easily make the transition from school to work. The progress made toward this goal is not clear.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	9-12	451
2001-2002	9-12	453

Student/teacher ratio: 50.1
Student/teacher & aide ratio: 37.6
Students with disabilities: 0.4%


2001-2002 Race and Ethnicity

Life Skills Center of Butler County

631 South Breiel Street
Middletown, OH 45042
(513) 423-1800

Director: Ralph Moon, Principal — **Sponsor:** State Board of Education
Management company: White Hat Management

Educational Approach

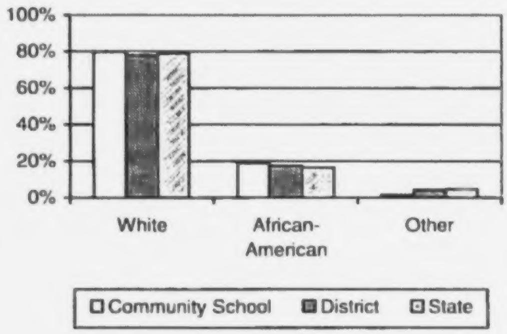
- This school serves students from the ages of 16 to 22 who have dropped out or are considering leaving school without obtaining a high school diploma and who wish to obtain a diploma.
- The curriculum focuses on basic educational and life skills and includes the following content areas: reading/writing, math, life skills, social studies, and science. The goal is to prepare students to pass the 9th grade proficiency tests.
- The school administers the Test of Adult Basic Education to each student at enrollment to develop an individualized learning plan. The school also administers the 9th and 12th grade proficiency tests.
- The curriculum is a Competency Based Educational program.
- The school conducts exit interviews with students to gain information on the quality and effectiveness of the Life Skills program.

Enrollment Information

Year	Grades	Students
2001-2002	9-12	64

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



Lighthouse Community School

6100 Desmond Avenue
Cincinnati, OH 45227
(513) 561-7888

Director: Kevin Jamison, Principal
Sponsor: Cincinnati City School District
Management company: Lighthouse Youth Services

Educational Approach

- The school serves students between the ages of 12 and 22 in grades 6 through 10 who reside in LYS programs and are considered to be at-risk for school failure because of social-emotional problems.
- The school uses the Cincinnati Public Schools curriculum in the core content areas of math, reading/communication arts, science, and social studies. It offers enrichment courses in art, physical education, and computer science. It also provides special courses on topics such as career exploration and conflict resolution.
- Educational, social, and psychological assessment occurs upon the student's referral to the school and/or residential program and individual education service plans are developed for each youth.
- The school consists of three small, non-graded, highly structured classrooms.

2000-2001 Annual Report Highlights (Self-reported)

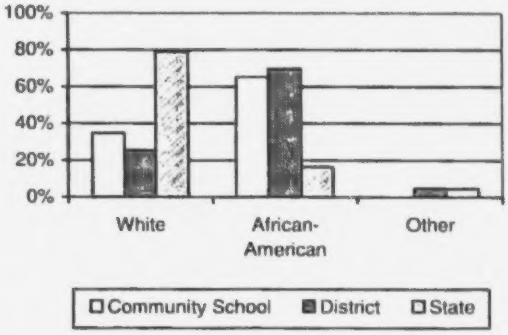
- The school reported the total score for each student for each subject of the 9th grade proficiency test.
- The school reported the Hammill Multiability Achievement Test scores by subject for each student. It also reported the percentage of students achieving their IEP academic goals.
- The school reported an average attendance rate for each quarter of the school year which ranged from 90-96%.
- The annual report lists five goals of the school, states if they were met, and describes the progress made.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	6-11	22
2001-2002	6-12	46

Student/teacher ratio: 7.3
Student/teacher & aide ratio: 3.1
Students with disabilities: 13%

2001-2002 Race and Ethnicity



Oak Tree Montessori

20 East Central Parkway
Cincinnati, OH 45210
(513) 241-0448

Director: Pauline Childs, Director **Sponsor:** State Board of Education
Management company: None
Facility type: Bottom floor of an apartment building

Educational Approach

- This school serves a general student population.
- The curriculum is child-centered and Montessori-based. Students work at their own pace, using manipulatives that are age and developmentally appropriate.
- Students are encouraged to be actively involved and responsible for their own learning.
- Multi-aged classrooms and small class sizes are used.

2000-2001 Annual Report Highlights (Self-reported)

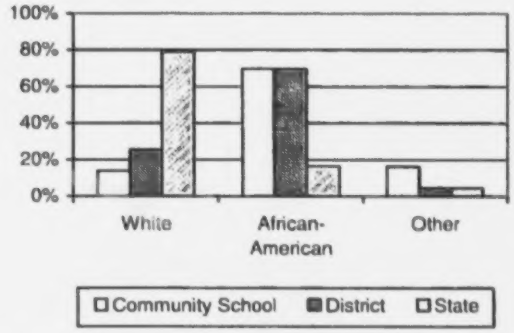
- Proficiency test scores were reported. Second and third graders took the Off-Grade Proficiency Tests.
- There was a significant improvement in every student's Terra Nova Scores.
- The average daily attendance was 96%, exceeding their goal of 93%.
- Results from parent and student satisfaction surveys surpassed the school's goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-3	64
1999-2000	K-3	58
2000-2001	K-4	55
2001-2002	K-5	43

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 9.3%

2001-2002 Race and Ethnicity



Phoenix Community Learning Center

7030 Reading Road, Suite 350
Cincinnati, OH 45237
(513) 591-0138

Director: Glenda D. Brown, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

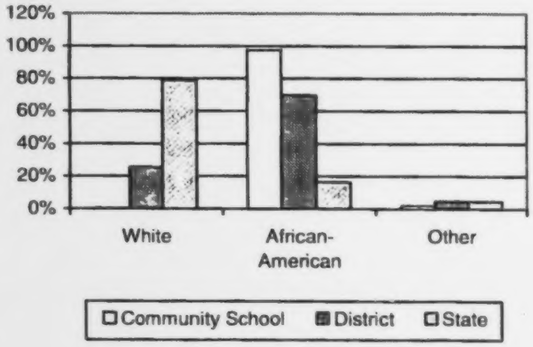
- This school serves a general student population.
- The school's curriculum is based on Ohio's Model Curriculum and focuses on developing higher order thinking skills. It also values character education and family/community involvement.
- The school administers the 4th and 6th grade proficiency tests, Off-Grade Proficiency Tests, the Iowa Tests of Basic Skills, and performance-based assessments (e.g., portfolios).
- The school emphasizes the development of social awareness, emotional self-control, and problem solving skills in students.

Enrollment Information

Year	Grades	Students
2001-2002	K-8	392

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



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Riverside Academy

3280 River Road
Cincinnati, OH 45204
(513) 921-7777

Director: Roger Connors, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves a general student population.
- A mastery-based instructional approach, that focuses on reading, language arts, and mathematics is used. Reading and mathematics programs include detailed curricular goals. These goals are spelled out through daily objectives and procedures that are reflected in the teachers' lesson plans. The school's curriculum is augmented by the use of computer-assisted instruction programs that pace and monitor the progress of each student.
- Pupil Performance Objectives (PPO) specify, for each student, the behavior to be achieved, the condition for demonstrating the behavior, and the criterion (or level) of competency by which the behavior is to be expressed.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that paces and monitors the progress of each student.

2000-2001 Annual Report Highlights (Self-reported)

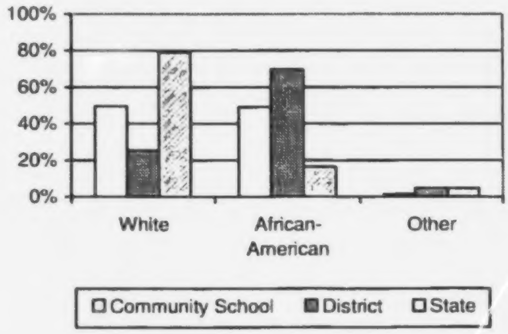
- The school reported passage rates for each subject of the 4th and 6th grade proficiency tests.
- The Iowa Tests of Basic Skills and the Cognitive Abilities Test were administered, but the results were not reported.
- The average daily attendance rate was 90.8%.
- Progress was made towards eight different academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-6	369
2000-2001	K-7	291
2001-2002	K-8	347

Student/teacher ratio: 10.8
Student/teacher & aide ratio: 8.3
Students with disabilities: 11.5%

2001-2002 Race and Ethnicity



Summit Academy-Middletown

7 South Marshall Road
Middletown, OH 45044
(513) 420-9767

Director: Stanley Kuck, Principal
Sponsor: State Board of Education
Management company: Summit Academy Management

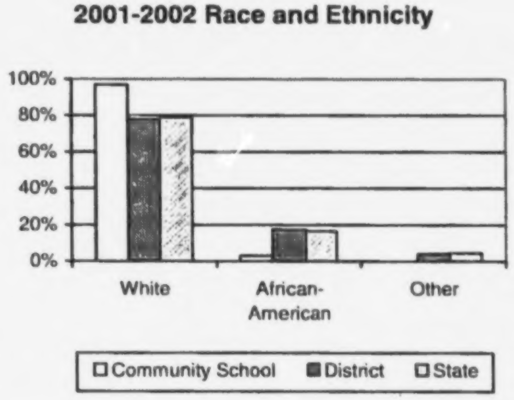
Educational Approach

- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum focuses on developing students' academic and life skills by implementing Core Knowledge and group experiential learning, and using Scouting combined with martial arts.
- Each student will keep a portfolio, which will be built around his or her personal education plan (PEP).
- The school adopted the Ohio Competency-Based Program's educational objectives.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

Enrollment Information

Year	Grades	Students
2001-2002	3-5	33

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 100%



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T.C.P. World Academy

6000 Ridge Avenue
Cincinnati, OH 45213
(513) 531-9500

Director: Karen Y. French, Principal / Superintendent **Sponsor:** State Board of Education
Management company: None
Facility type: Church with 15 classrooms

Educational Approach

- This school serves a general student population.
- The school curriculum focuses on Ohio's Model Competency-Based Program.
- Students are assessed on the Ohio Proficiency Test, Off-Grade Proficiency Tests, and Promotion Standard Rubric.
- Students participate in a micro-society and learn through daily activity in an attempt to make the connection between education and the real world.
- The school focuses on the use of technology to become independent learners.

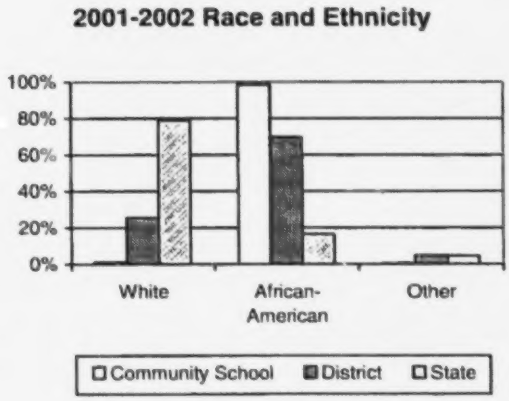
2000-2001 Annual Report Highlights (Self-reported)

- Students took the Ohio Proficiency Test. Results were reported and compared to Cincinnati Public Schools, the district from which 90% of students come.
- The school reports that they plan to use Off-Grade Proficiency Tests in grades 1, 2, 3, & 5 to measure academic progress in 2001-2002.
- Goals have been set to improve academic achievement over the next four years.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-6	247
2001-2002	K-8	252

Student/teacher ratio: 17.6
Student/teacher & aide ratio: 11.8
Students with disabilities: 10.7%



W.E.B. DuBois

1812 Central Parkway
Cincinnati, OH 45214
(513) 702-3057

Director: Wilson Willard, Principal
Sponsor: State Board of Education
Management company: None
Facility type: Converted office facility into a school

Educational Approach

- This school serves a general student population.
- The curriculum is based on DT/PI (Direct Instruction followed by Prescriptive Instruction).
- A martial arts program is integrated with the curriculum.
- This school endeavors to keep classrooms small enough to guarantee each child receives enough personal instruction to succeed.

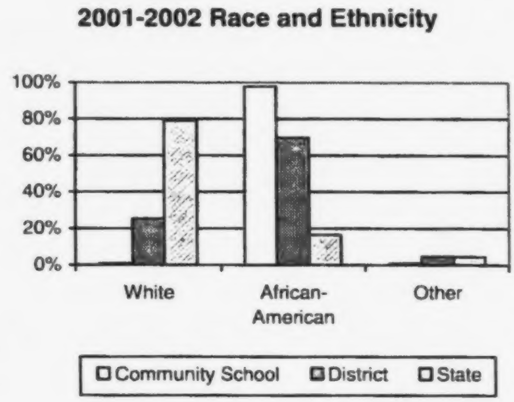
2000-2001 Annual Report Highlights (Self-reported)

- Approximately 61% of students passed the writing portion of the Ohio Proficiency Test.
- Reading is the first subject evaluated when students enter the school. Students are then evaluated on a reading probe score every month.
- Students performed well at various martial arts competitions.
- Financial information was reported.

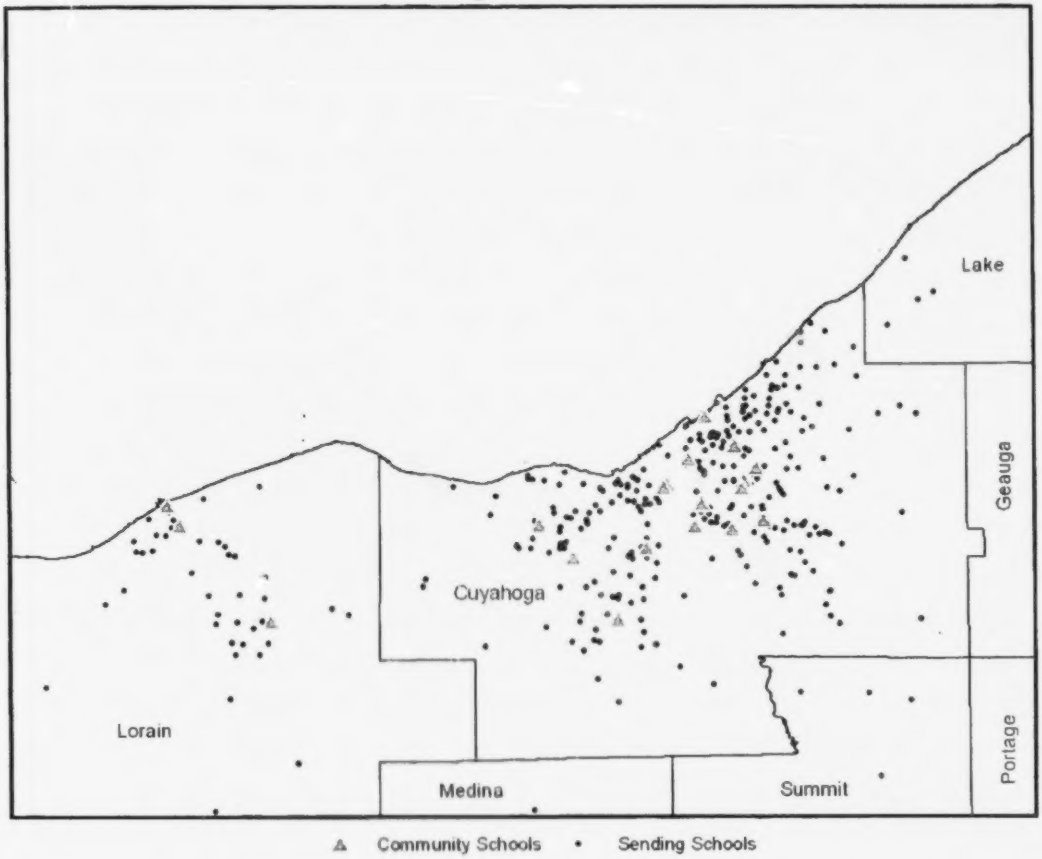
Enrollment Information

Year	Grades	Students
2000-2001	3-6	111
2001-2002	3-6	201

Student/teacher ratio: 55.5
Student/teacher & aide ratio: 37
Students with disabilities: 5.5%



Cleveland/Elyria/Lorain Area


Lake
Geauga
Cuyahoga
Lorain
Medina
Summit
Portage
△ Community Schools
• Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Cuyahoga County	17	15
Lorain County	3	3

According to LOEO's sending school data:

- Cuyahoga and Lorain County community schools draw students from 79 school districts.
- Cuyahoga and Lorain County community schools draw students from 348 buildings in those districts.
- During the 2001-2002 school year, community school students in Cuyahoga and Lorain counties came from sending schools that are, on average, 5.17 miles away from their community schools.

Cleveland/Elyria/Lorain Area Community Schools

Community School	Sponsor	Location	Year Opened	Generation
Hope Academy Cathedral	State Board of Education	Cleveland	1998	First
Hope Academy Chapelside	State Board of Education	Cleveland	1998	First
Old Brooklyn Montessori School	State Board of Education	Cleveland	1998	First
Citizens' Academy	State Board of Education	Cleveland	1999	Second
Hope Academy Broadway	State Board of Education	Cleveland	1999	Second
Hope Academy Lincoln Park	State Board of Education	Cleveland	1999	Second
Horizon Science Academy	State Board of Education	Cleveland	1999	Second
The International Preparatory School	State Board of Education	Cleveland	1999	Second
Life Skills Center of Cleveland	State Board of Education	Cleveland	1999	Second
Parma Community School	State Board of Education	Cleveland	2000	Third
Summit Academy-Parma	State Board of Education	Cleveland	2000	Third
The Intergenerational School	State Board of Education	Cleveland	2000	Third
Academy of Cleveland	State Board of Education	Cleveland	2001	Fourth
Elyria Community School	State Board of Education	Elyria	2001	Fourth
Hope Academy Cuyahoga	State Board of Education	Cleveland	2001	Fourth
Imani Leadership Institute	State Board of Education	Cleveland	2001	Fourth
Lorain Community School	State Board of Education	Elyria	2001	Fourth
Summit Academy-Lorain	State Board of Education	Lorain	2001	Fourth
Washington Park	State Board of Education	Cleveland	2001	Fourth
Westpark Community School	State Board of Education	Cleveland	2001	Fourth

Fifth Generation Community Schools (Opened 2002)

Community School	Sponsor	Location
Cleveland Academy of Math, Science, and Technology	State Board of Education	Cleveland
Greater Achievement Community School	State Board of Education	Cleveland
Hope Academy Northcoast	State Board of Education	Cleveland
Life Skills Center of Greater Cleveland	State Board of Education	Elyria
Marcus Garvey Academy	State Board of Education	East Cleveland

Closed or Suspended Schools

Community School	Sponsor	Location	Year Closed
Cleveland Alternative Learning Academy (closed)	State Board of Education	Cleveland	2001
Parma Heights Community School (suspended)	State Board of Education	Parma	2001

Academy of Cleveland

9114 Miles Park Avenue
Cleveland, OH 44105
(216) 271-0237

Director: Linda Harris, Principal **Sponsor:** State Board of Education
Management company: Charter School Administration Services

Educational Approach

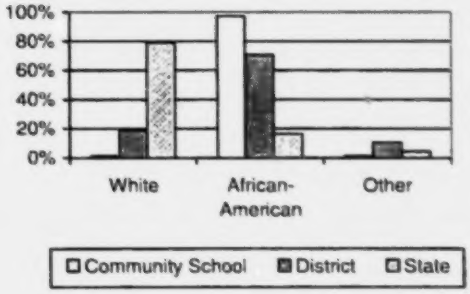
- This school serves a general student population.
- The curriculum is integrated, using student centered learning and cooperative learning.
- Students are assessed by standardized test results, the Ohio Proficiency Test, Pupil Promotion Rate, and the Metropolitan Achievement Test.
- This school seeks to create a "community of learners."
- Technology plays a central role in the educational program of the Academy. They use a "teacher team" instructional approach and authentic assessment.

Enrollment Information

Year	Grades	Students
2001-2002	K-6	74

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



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Citizens' Academy

1827 Ansel Road
Cleveland, OH 44106
(216) 791-4195

Director: Perry White, Executive Director **Sponsor:** State Board of Education
Management company: None

Educational Approach

- This school serves a general student population.
- Curriculum is based on the State Standards and utilizes Project Read and Investigations (Math).
- Students will be assessed by the Developmental Reading Assessment three times per year and as needed, Gates McGinty Reading Assessment, the Off-Grade Proficiency Tests, the Ohio Proficiency Test, and Woodcock Johnson Math Test.
- The school emphasizes literacy and citizenship, and seeks to produce scholars who are good citizens in school, neighborhood, community, and world.
- The school operates for an extended school year and offers before and after school programs. Students are grouped developmentally based on individual reading assessments in Literacy Block classes.

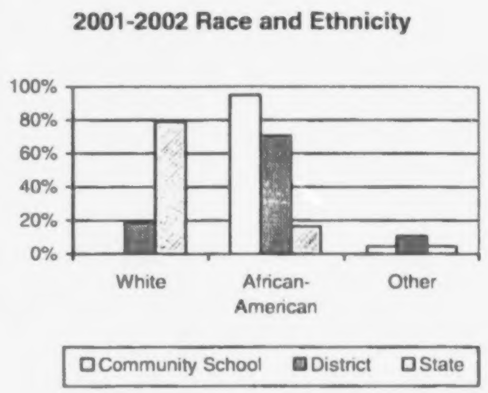
2000-2001 Annual Report Highlights (Self-reported)

- The school serves grades K-3 and therefore did not administer the Ohio Proficiency Test.
- The Iowa Tests of Basic Skills and Ohio Off-Grade Proficiency Tests were given and scores were compared to a national percentage of students in grades K-3.
- The average daily attendance was 94.3%.
- The school described six challenges of quality improvement and the "steps taken" to meet those challenges.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-2	103
2000-2001	K-3	167
2001-2002	K-4	223

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 9.4%



Elyria Community School

300 North Abbe Road
Elyria, OH 44035
(440) 366-5225

Director: Tom Fox, Principal **Sponsor:** State Board of Education
Management company: Constellation Community Schools

Educational Approach

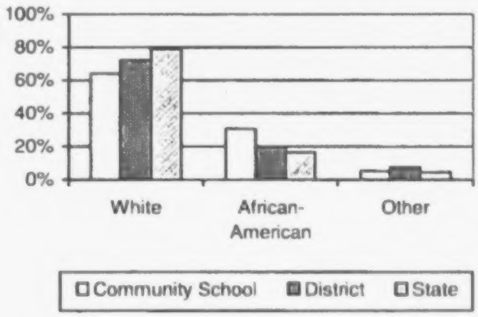
- This school serves a general student population.
- The curriculum contains a prominent character education component and follows the Ohio Model Competency-Based Educational Program.
- A baseline is established using the Iowa Tests of Basic Skills and students are assessed by the Ohio Proficiency Test and Ohio Off-Grade Proficiency Tests.
- The school integrates character education, self-discipline, and technology while addressing the individual education needs of students.

Enrollment Information

Year	Grades	Students
2001-2002	K-3	75

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 14.7%

2001-2002 Race and Ethnicity



Hope Academy Broadway

3398 East 55th Street
Cleveland, OH 44127
(440) 271-7747

Director: Lydia Harris, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves a general student population.
- A competency-based education (CBE) approach is used. CBE includes detailed curricular goals that spell out student competencies across all subject areas, which are reflected in teachers' daily lesson plans. The program stresses reading and math.
- Pupil Performance Objectives (PPO) specify for each student the behavior to be achieved, the condition for demonstrating the behavior, and the criterion (or level) of competency by which the behavior is to be expressed. The school administers the California Achievement Test.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that places and monitors the progress of each student.

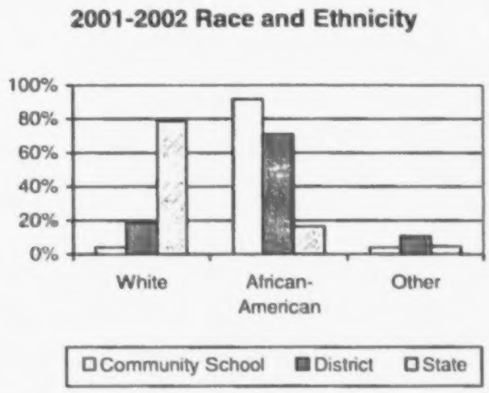
2000-2001 Annual Report Highlights (Self-reported)

- The school reported the percentage of students passing each subject and all subjects of the 4th and 6th grade proficiency tests.
- The school established achievement and ability levels for each student to ensure that each student received instruction in a manner that resulted in the highest level of learning for that child.
- The average daily attendance rate was 97.1%.
- Progress was made towards six different academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-6	271
2000-2001	K-7	383
2001-2002	K-8	431

Student/teacher ratio: 22.5
Student/teacher & aide ratio: 11.6
Students with disabilities: 0.7%



Hope Academy Cathedral

10615 Lamontier Avenue
Cleveland, OH 44104
(216) 721-6909

Director: Theodore Frierson, Principal **Sponsor:** State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves an at-risk student population.
- A mastery-based instructional approach that focuses on reading, language arts, and mathematics is used. Reading and mathematics programs include detailed curricular goals. These goals are spelled out through daily objectives and procedures that are reflected in the teachers' lesson plans.
- Pupil Performance Objectives (PPO) specify for each student the behavior to be achieved, the condition for demonstrating the behavior, and the criterion (or level) of competency by which the behavior is to be expressed.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that places and monitors the progress of each student.

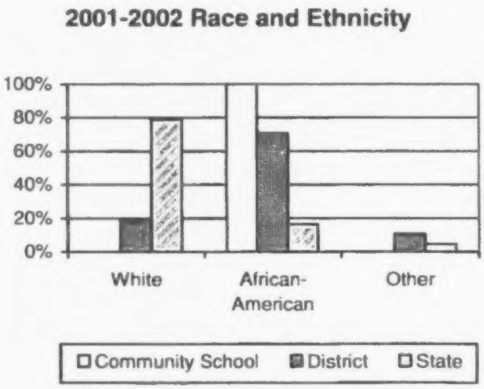
2000-2001 Annual Report Highlights (Self-reported)

- The school reported the percentage of students passing each subject and all subjects of the 4th and 6th grade proficiency tests.
- The school established achievement and ability levels for each student to ensure that each student received instruction in a manner that resulted in the highest level of learning for that child.
- The average daily attendance rate was 94.8%.
- Progress was made towards six different academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-6	319
1999-2000	K-7	369
2000-2001	K-8	382
2001-2002	K-8	377

Student/teacher ratio: 18.2
Student/teacher & aide ratio: 11.2
Students with disabilities: 3.2%


2001-2002 Race and Ethnicity

Hope Academy Chapelside

3845 East 31st Street
Cleveland, OH 44120
(216) 283-6589

Director: Muata Niamke, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves an at-risk student population.
- A mastery-based instructional approach that focuses on reading, language arts, and mathematics is used. Reading and mathematics programs include detailed curricular goals. These goals are spelled out through daily objectives and procedures that are reflected in the teachers' lesson plans.
- Pupil Performance Objectives (PPO) specify for each student the behavior to be achieved, the condition for demonstrating the behavior, and the criterion (or level) of competency by which the behavior is to be expressed.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that places and monitors the progress of each student.

2000-2001 Annual Report Highlights (Self-reported)

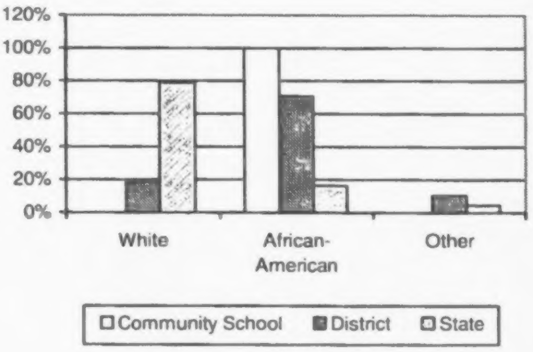
- The school reported the percentage of students passing each subject and all subjects of the 4th and 6th grade proficiency tests.
- The school established achievement and ability levels for each student to ensure that each student received instruction in a manner that resulted in the highest level of learning for that child.
- The average daily attendance rate was 94.7%.
- Progress was made towards six different academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-6	296
1999-2000	K-6	346
2000-2001	K-7	411
2001-2002	K-8	451

Student/teacher ratio: Insufficient data
Student/teacher & aide ratio: Insufficient data
Students with disabilities: 4%

2001-2002 Race and Ethnicity



Hope Academy Cuyahoga

12913 Bennington Avenue
Cleveland, OH 44135
(216) 251-5450

Director: Martha Hasslebusch, Principal
Sponsor: State Board of Education
Management company: White Hat Management

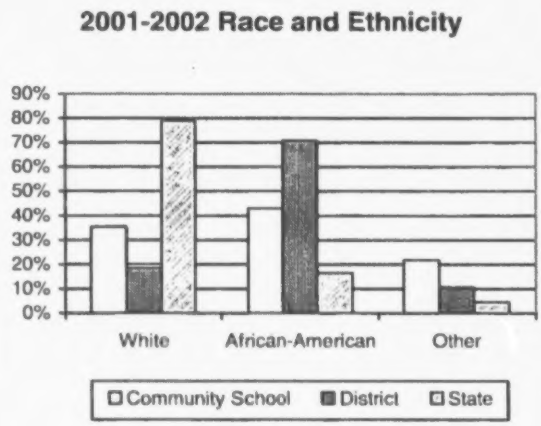
Educational Approach

- This school serves an at-risk student population.
- A mastery-based instructional approach that focuses on reading, language arts, and mathematics is used. Reading and mathematics programs include detailed curricular goals. These goals are spelled out through daily objectives and procedures that are reflected in the teachers' lesson plans.
- The school administers the Ohio Proficiency Test, the Off-Grade Proficiency Tests, the Iowa Tests of Basic Skills, and the Cognitive Abilities Tests. Other methods of assessment include computer testing and portfolios.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that places and monitors the progress of each student.

Enrollment Information

Year	Grades	Students
2001-2002	K-7	198

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 6.6%



Hope Academy Lincoln Park

2421 West 11th Street
Cleveland, OH 44113
(216) 263-7008

Director: Elijah Scott, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves an at-risk student population.
- A mastery-based instructional approach that focuses on reading, language arts, and mathematics is used. Reading and mathematics programs include detailed curricular goals. These goals are spelled out through daily objectives and procedures that are reflected in the teachers' lesson plans.
- Pupil Performance Objectives (PPO) specify for each student the behavior to be achieved, the condition for demonstrating the behavior, and the criterion (or level) of competency by which the behavior is to be expressed.
- The school's curriculum is augmented by the use of a computer-assisted instruction program that places and monitors the progress of each student.

2000-2001 Annual Report Highlights (Self-reported)

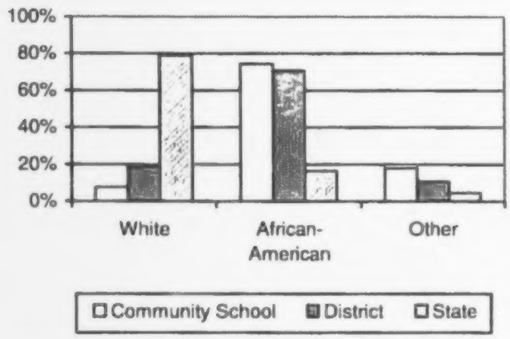
- The school reported the percentage of students passing each subject and all subjects of the 4th grade proficiency tests.
- The school established achievement and ability levels for each student to ensure that each student received instruction in a manner that resulted in the highest level of learning for that child.
- The average daily attendance rate was 93.7%.
- Progress was made towards eight different academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-5	147
2000-2001	K-5	159
2001-2002	K-6	171

Student/teacher ratio: 12.2
Student/teacher & aide ratio: 7.6
Students with disabilities: 1.2%

2001-2002 Race and Ethnicity



Horizon Science Academy - Cleveland

6000 South Marginal Road
Cleveland, OH 44114
(216) 432-3660

Director: Sedat Duman, Principal
Sponsor: State Board of Education
Management company: None
Facility type: A three-story circular building

Educational Approach

- This school serves an at-risk student population.
- Curriculum is based on Ohio's Model Curriculum and includes a leadership component. The curriculum is integrated, but emphasizes science and technology.
- Students take the 6th and 9th grade proficiency tests.
- The school seeks to create a partnership among students, teachers, and parents.
- This school uses individualized education plans and emphasizes multiple intelligences.

2000-2001 Annual Report Highlights (Self-reported)

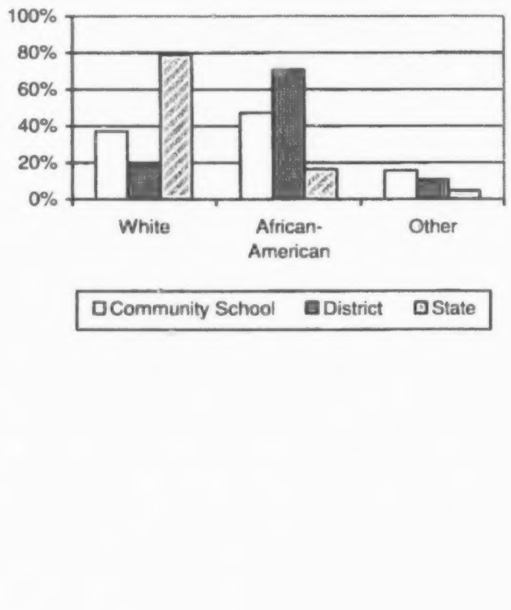
- Students took the 9th grade proficiency tests and percent passing rates were reported.
- Attendance statistics were reported by grade.
- The report describes three main goals and specific objectives toward meeting those goals.
- Financial information was not reported.

Enrollment Information

Year	Grades	Students
1999-2000	7-9	194
2000-2001	7-10	194
2001-2002	6-11	352

Student/teacher ratio: 9.7
Student/teacher & aide ratio: 9.7
Students with disabilities: 4.3%

2001-2002 Race and Ethnicity



Imani Leadership Institute

2280 Professor Avenue
Cleveland, OH 44113
(216) 771-7501

Director: Donna Johnson, Superintendent
Sponsor: State Board of Education
Management company: None
Facility type: Old parochial school building

Educational Approach

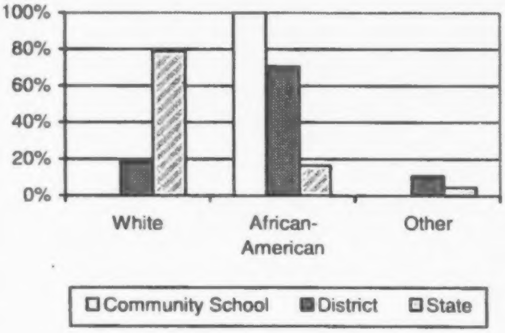
- This school serves an at-risk student population.
- The curriculum follows the Ohio Model Curriculum and incorporates learner-centered practice.
- Students are assessed by the Ohio Proficiency Test, Riverside Off-Grade tests, portfolios, and exhibitions.
- The school focuses education on underachievers.

Enrollment Information

Year	Grades	Students
2001-2002	K-1 & 5-7	55

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



International Preparatory

10701 Shaker Boulevard
Cleveland, OH 44104
(216) 791-0519

Director: Wayne Minton, Principal
Management company: None
Sponsor: State Board of Education

Educational Approach

- This school serves an at-risk student population.
- Students use the LIS Technology and Reading Renaissance Program and the Co-NECT Schools Program Design. High school students are required to take career preparatory courses.
- The school uses STAR Computer Adaptive Testing assessments, the Ohio Proficiency Test, California Terra Nova Test, and various alternative methods of assessment such as demonstrations and portfolios.
- The school emphasizes an awareness of foreign cultures.
- Students are grouped based on their ability in each course.

2000-2001 Annual Report Highlights (Self-reported)

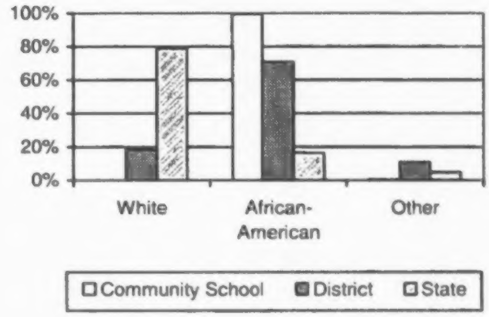
- Students took the Ohio Proficiency Test and results show improvement between the October 2000 and March 2001 exams.
- Students took the Terra Nova Assessment Tests to determine academic level. Students showed improvement between October 2000 and May 2001.
- The daily attendance rate was 92%.
- A behavior/discipline program and international travel helped the school achieve some of its goals.
- Financial information was not reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-12	364
2000-2001	K-12	340
2001-2002	K-12	767

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 4.8%

2001-2002 Race and Ethnicity



Life Skills Center of Cleveland

3222 Carnegie Avenue
Cleveland, OH 44115
(216) 431-7571

Director: Pamela Williams, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves students between the ages of 16 and 22 who have dropped out, or are considering dropping out, of high school.
- Curriculum is modeled after Ohio's Model Curriculum and is highly computer based. Students learn academic skills and earn a majority of their academic credits through computerized instruction. Students earn additional credits toward graduation by working or volunteering.
- Students attend life skills classes on a daily basis. The classes are designed to assist students with job readiness skills, proper etiquette, positive social interaction and life-long financial responsibilities.
- This school uses multi-age classrooms.

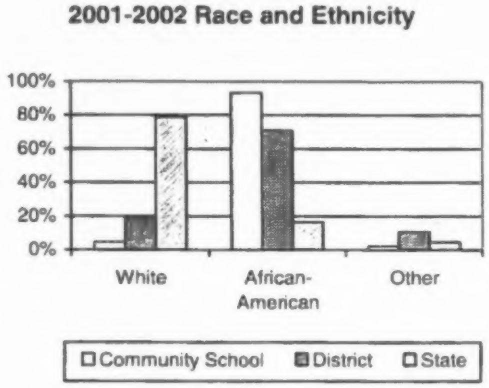
2000-2001 Annual Report Highlights (Self-reported)

- The school reported the percent of students passing each subject of the 9th grade proficiency test. Sixteen of 303 students passed more than one subject.
- The school creates and uses an Individual Learning Plan for every student.
- The school did not report an attendance rate.
- The school's goal is to develop productive viable citizens who can easily make the transition from school to work, but progress toward this goal is not clear.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	9-12	248
2000-2001	9-12	435
2001-2002	9-12	549

Student/teacher ratio: 31.1
Student/teacher & aide ratio: 25.6
Students with disabilities: 1.1%



Lorain Community School

201 West Erie Street
Lorain, OH 44052
(440) 204-2130

Director: Cheryl Weber, Principal
Sponsor: State Board of Education
Management company: Constellation Community Schools
Facility type: Former office building

Educational Approach

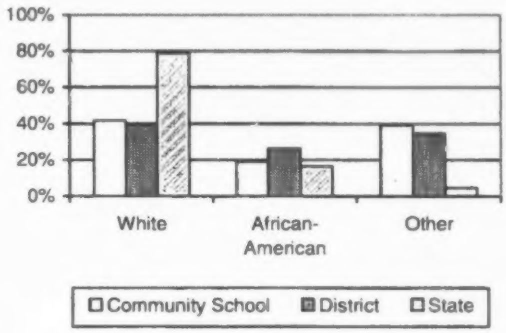
- This school serves a general student population.
- The curriculum is based on Ohio's Model Curriculum and includes the following content areas: language arts, mathematics, science, social studies, arts, and physical education/health & safety. Character education is integrated throughout the curriculum. Finally, the curriculum includes a computer/technology component.
- The school administers the Ohio Proficiency Test, the Ohio Off-Grade Proficiency Tests, and the Iowa Tests of Basic Skills.
- Through academic excellence, the learning of desirable character traits and proper behavior, and good attendance, the school will graduate students who are academically successful life-long learners and responsible citizens.
- Instructional methods include individualized instruction, small group intervention, computer-assisted instruction, cooperative learning, and multi-media instruction.

Enrollment Information

Year	Grades	Students
2001-2002	K-3	84

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 20.2%

2001-2002 Race and Ethnicity



Old Brooklyn Montessori School

4430 State Road
Cleveland, OH 44109
(216) 661-7888

Director: Cherie Kaiser, Principal
Sponsor: State Board of Education
Management company: Constellation Community Schools
Facility type: Former Cleveland Public School - Dawning

Educational Approach

- This school serves a general student population.
- The school's curriculum is child-centered and Montessori-based. Students work at their own pace, using manipulatives that are age and developmentally appropriate.
- The curriculum is aligned with the learning outcomes assessed on the Ohio Proficiency Test. The school has aligned their curriculum with the newly adopted math and language arts standards. Subject areas include math, language arts, science, cultural studies, physical education, health and safety, art, and music.
- Multi-aged classrooms are used.

2000-2001 Annual Report Highlights (Self-reported)

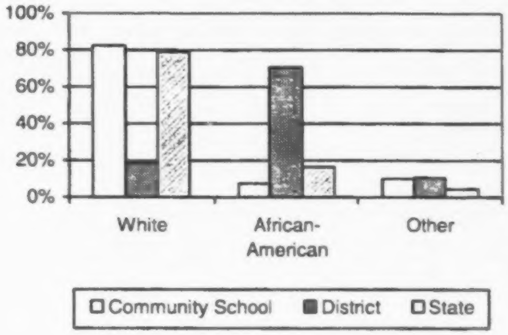
- Students are progressing and achieving at a higher rate on the Ohio Proficiency Test as the school continues to mature.
- Students performed very well on the Wide Range Achievement Test (WRAT).
- The attendance rate was 94.3%.
- Students were tracked for Montessori achievement using an individualized Montessori checklist.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	1-3	25
1999-2000	K-4	87
2000-2001	K-5	123
2001-2002	K-6	159

Student/teacher ratio: 61
Student/teacher & aide ratio: 30.5
Students with disabilities: 6.3%

2001-2002 Race and Ethnicity



Parma Community School

7667 Day Drive, 1st Floor
Parma, OH 44129
(440) 888-5490

Director: Milt Levy, Principal **Sponsor:** State Board of Education
Management company: Constellation Community Schools

Educational Approach

- This school serves a general student population.
- This school uses the Ohio Model Competency-Based Education Program. The curriculum includes the following content areas: language arts, math, science, social studies, the arts, and physical education/health & safety. The school also integrates Education Character throughout its curriculum.
- The Iowa Tests of Basic Skills are administered to 1st and 3rd graders in the fall and the spring to chart the course of progress over the year.
- The contract states that teachers use a wide-range of instructional techniques (e.g., computer-assisted instruction, cooperative learning) in single or multi-grade classrooms.

2000-2001 Annual Report Highlights (Self-reported)

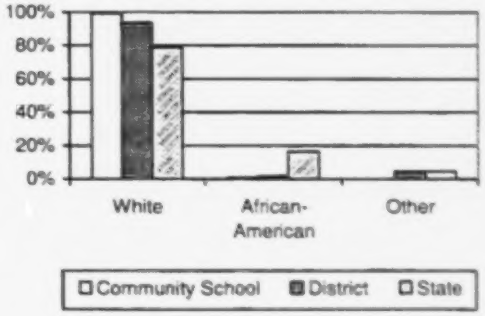
- The school did not have any students in grades 4th or 6th so it was not required to administer the proficiency tests for those levels.
- The school administered Off-Grade Proficiency Tests to students 1-3. It also administered the Iowa Tests of Basic Skills for all students (grades K-3) in a pre and post-test manner.
- The attendance rate was 94%.
- The annual report does not include goals for the school.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-3	37
2001-2002	K-4	127

Student/teacher ratio: 6.2
Student/teacher & aide ratio: 6.2
Students with disabilities: 11%

2001-2002 Race and Ethnicity



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Summit Academy - Lorain

1949 Broadway
Lorain, OH 44052
(440) 245-2593

Director: Tarik West, Principal
Sponsor: State Board of Education
Management company: Summit Academy Management

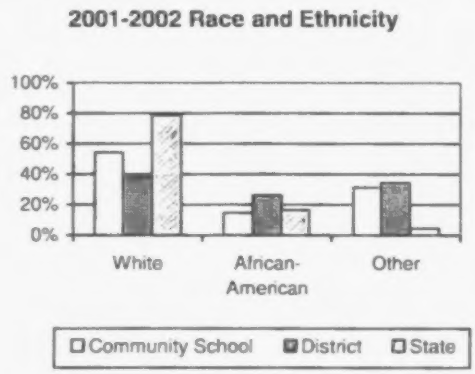
Educational Approach

- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum focuses on developing students' academic and life skills by group experiential learning, and using Scouting combined with martial arts.
- Each student will keep a portfolio, which will be built around his or her personal education plan (PEP).
- The school adopted the Ohio Competency-Based Programs' educational objectives.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

Enrollment Information

Year	Grades	Students
2001-2002	3-6	48

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 93.8%


2001-2002 Race and Ethnicity

Summit Academy - Parma City

7667 Day Drive
Parma, OH 44129
(440) 888-5407

Director: Joe Bove, Principal **Sponsor:** State Board of Education
Management company: Summit Academy Management

Educational Approach

- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum focuses on developing students' academic and life skills by group experiential learning, and using Scouting combined with martial arts.
- Each student will keep a portfolio, which will be built around his or her personal education plan (PEP).
- The school adopted the Ohio Competency-Based Programs' educational objectives.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

2000-2001 Annual Report Highlights (Self-reported)

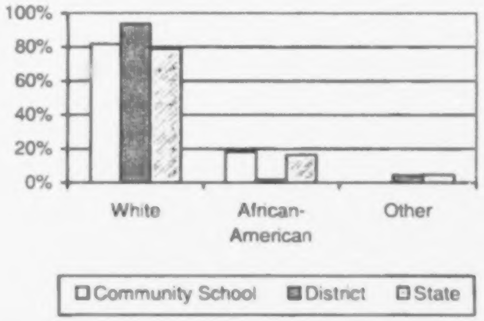
- Stanford Diagnostic Test scores improved from Fall 2000 to Spring 2001.
- The attendance rate was 93.4% for 3rd grade, 96.2% for 4th grade, and 95% for 5th grade.
- It is estimated that more than half of the parents put in 100 or more volunteer hours.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	3-5	48
2001-2002	3-5	66

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 86.4%

2001-2002 Race and Ethnicity



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The Intergenerational School

12200 Fairhill Road
Cleveland, OH 44120
(216) 421-1350

Director: Catherine Whitehouse, Ph.D., Principal **Sponsor:** State Board of Education
Management company: None

Educational Approach

- This school serves a general student population.
- The Ohio Model Curriculum was adopted, but the objectives were arranged into a 4-stage developmental sequence rather than by grade level.
- At the youngest levels, authentic assessments such as Concepts of Print are used to assess academic goals. At the older levels, standardized assessments such as the Terra Nova are used.
- The school was intended to be a model school community; the only known public school in the nation dedicated to explicitly incorporating intergenerational relationships in its design, curriculum, and instructional practices.
- Classrooms are non-graded, multi-aged groupings.

2000-2001 Annual Report Highlights (Self-reported)

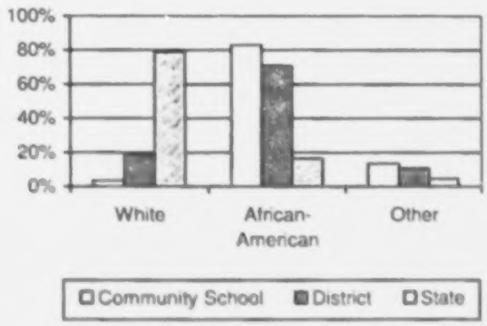
- The school did not yet have students old enough to take the Ohio Proficiency Test, but will administer them when appropriate.
- Students learned about and increasingly demonstrated school values such as personal integrity, a work ethic, choice and accountability, celebration of diversity, interpersonal skills, shared and responsible use of resources, and honoring the interconnected web of time & life.
- The overall attendance rate was 96.5%.
- Students progressed on measures of literacy such as alphabetic knowledge, Concepts of Print, sight vocabulary knowledge, and developmental spelling.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-2	30
2001-2002	K-3	59

Student/teacher ratio: 13.6
Student/teacher & aide ratio: 13.6
Students with disabilities: 10.2%

2001-2002 Race and Ethnicity



Washington Park

4000 Washington Park Boulevard
Newburgh Heights, OH 44105
(216) 271-6055

Director: Bob Horrocks, Principal **Sponsor:** State Board of Education
Management company: None
Facility type: Former school building that has been renovated

Educational Approach

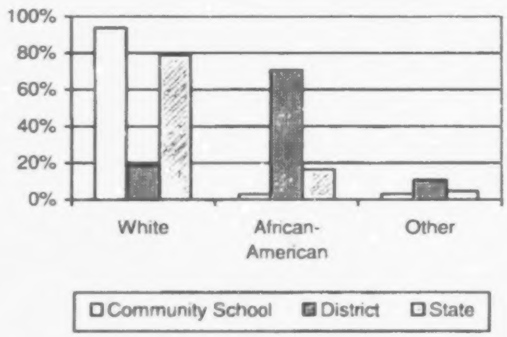
- This school serves a general student population.
- Ohio's Model Competency Based Program provides the curriculum guidelines.
- Assessment tests to determine mastery of reading, language and math courses will be administered at least every ten lessons.
- It will be a virtue-centered and child-centered school committed to academic excellence, emphasizing attention to being and becoming just, wise, courageous, persevering, responsible, generous and caring citizens.
- The school will utilize programs such as Reading Mastery and the Saxon Math series.

Enrollment Information

Year	Grades	Students
2001-2002	K-4	128

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



Westpark Community School

16210 Lorain Road
Cleveland, OH 44111
(216) 688-0271

Director: Sharon Morgan, Principal **Sponsor:** State Board of Education
Management company: Constellation Community Schools
Facility type: Old school building

Educational Approach

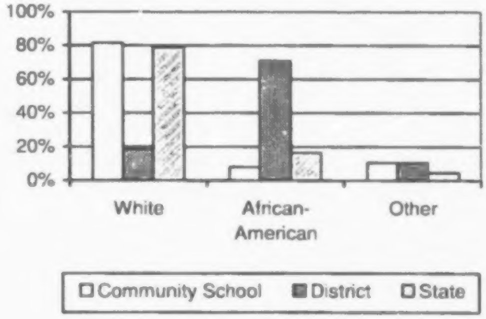
- This school serves a general student population.
- The curriculum is aligned with the Ohio Model Competency-Based Educational Program.
- Assessments include the Ohio Proficiency Test, Off-Grade Proficiency Tests, Iowa Tests of Basic Skills, and normal classroom tools.
- The school offers a competency-based education which integrates the teaching of character education/values and self-discipline, incorporates technology, stresses the importance of school attendance, and addresses the individual educational needs of each student.

Enrollment Information

Year	Grades	Students
2001-2002	K-3	76

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 6.6%

2001-2002 Race and Ethnicity



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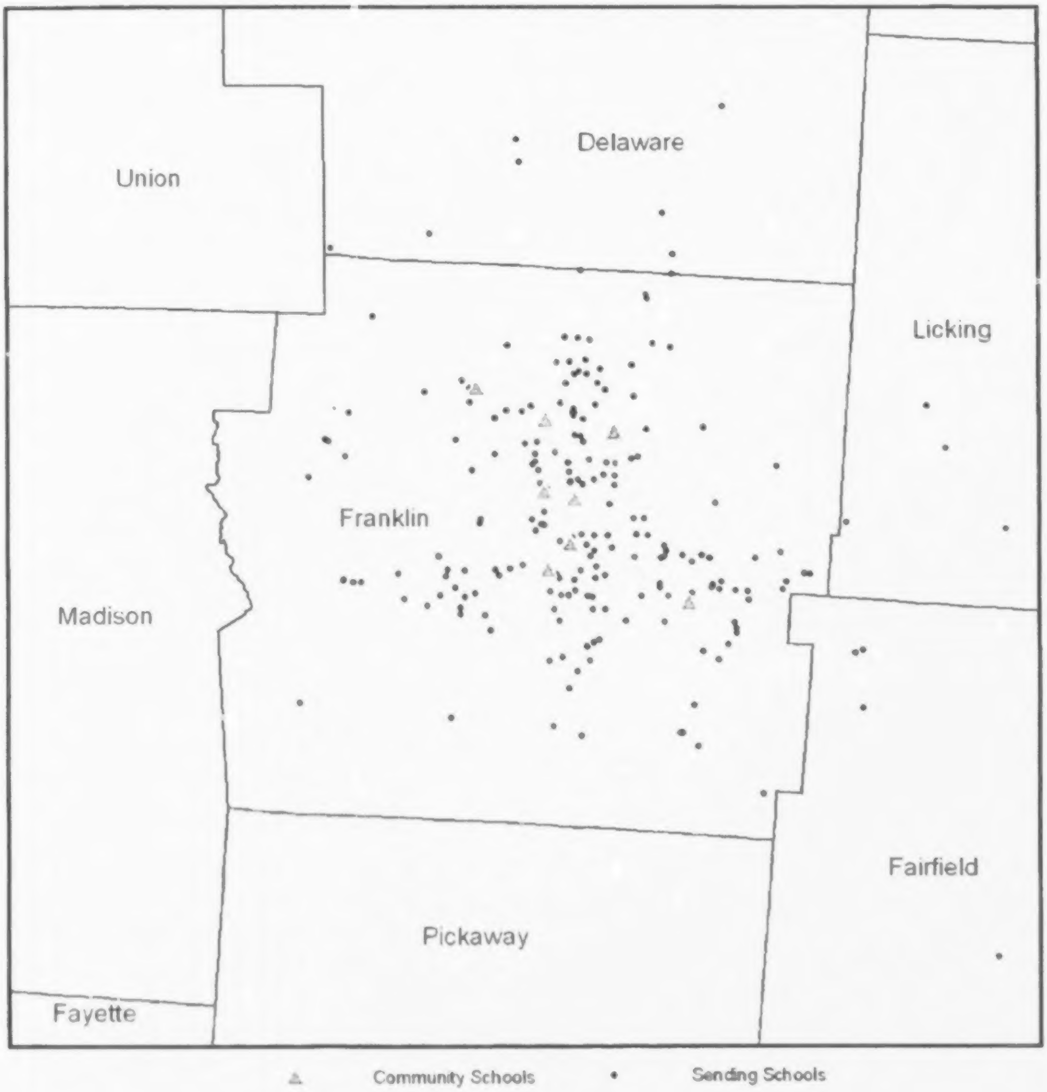
Columbus Area


Union
Delaware
Licking
Franklin
Madison
Fairfield
Pickaway
Fayette
Community Schools
Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Franklin County	8	7*

*LOEO also had sending school data for Teresa Dowd Community School. This school closed at the end of the 2001-2002 school year and has been omitted from the following statistics.

According to LOEO's sending school data:

- Franklin County community schools draw students from 54 school districts.
- Franklin County community schools draw students from 228 buildings in those districts.
- During the 2001-2002 school year, community school students in Franklin County came from sending schools that are, on average, 8.26 miles away from their community school.

Columbus Area Community Schools

Community School	Sponsor	Location	Year Opened	Generation
Horizon Science Academy	State Board of Education	Columbus	1999	Second
Millennium Community School	State Board of Education	Columbus	1999	Second
Cornerstone Academy	State Board of Education	Columbus	2000	Third
Graham School	State Board of Education	Columbus	2000	Third
Montessori Renaissance Experience	State Board of Education	Columbus	2001	Fourth
W C Cupe	State Board of Education	Columbus	2001	Fourth
W.C. Handy	State Board of Education	Columbus	2001	Fourth
YouthBuild Columbus	State Board of Education	Columbus	2001	Fourth

Fifth Generation Schools (Opened 2002)

Community School	Sponsor	Location
Arts and College Preparatory Academy	State Board of Education	Columbus
Directions for Youth	State Board of Education	Columbus
Excel Institute	State Board of Education	Columbus
Granville T. Woods Community Schule	State Board of Education	Columbus
International Academies of Ohio	State Board of Education	Columbus
Life Skills Center of Northern Columbus	State Board of Education	Columbus
Life Skills Center of Southeastern Columbus	State Board of Education	Columbus
Life Skills Center of Southwestern Columbus	State Board of Education	Columbus

Closed or Suspended Schools

Community School	Sponsor	Location	Year Closed
High Life Youth Development Center (closed)	State Board of Education	Columbus	2000
High Life Youth Education Center (closed)	State Board of Education	Columbus	2000
Riser Military Academy (closed)	State Board of Education	Columbus	2000
Teresa Dowd School (closed)	State Board of Education	Columbus	2002

Cornerstone Academy

61 East Mound Street
Columbus, OH 43215
(614) 225-8924

Director: Jeff Kanowsky, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

- This school serves a general student population.
- The curriculum is literacy focused and will follow the Ohio Model Competency Based Program and The Ohio State Literacy Collaborative. The school also uses Reading Recovery for 1st graders.
- Students are assessed by standardized test, including the Competency Based Education assessments, the Otis-Lennon School Ability Test, the Metropolitan Achievement Test, and the Ohio Proficiency Test.
- The school focuses on literacy and that all children should have a solid, specific curriculum in reading and writing.

2000-2001 Annual Report Highlights (Self-reported)

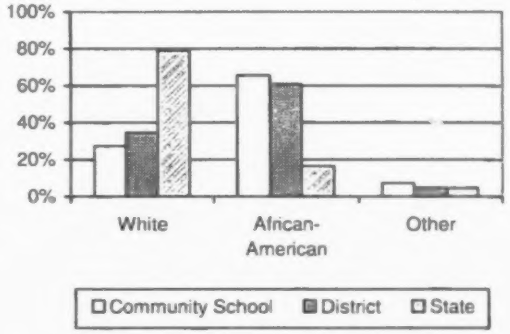
- The school served students in grades K-2 and therefore, did not take the Ohio Proficiency Test.
- The school plans to begin using the Terra Nova pre and post-tests for the 2001-2002 school year. Students participated as a literacy-based reading school and results demonstrate a reading level at which students can work.
- The overall attendance rate was 93%.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-2	20
2001-2002	K-2	55

Student/teacher ratio: 10
Student/teacher & aide ratio: 10
Students with disabilities: 9.1%

2001-2002 Race and Ethnicity



Horizon Science Academy - Columbus

1329 Bethel Road
Columbus, OH 43220
(614) 457-2231

Director: David H. Disli, Director
Sponsor: State Board of Education
Management company: None

Educational Approach

- This school serves an at-risk student population.
- Curriculum is based on Ohio's Model Curriculum and includes a leadership component. The curriculum is integrated but emphasizes science and technology.
- Students take the 9th grade proficiency tests.
- The school seeks to create a partnership among students, teachers, and parents.
- This school uses individualized education plans and emphasizes multiple intelligences.

2000-2001 Annual Report Highlights (Self-reported)

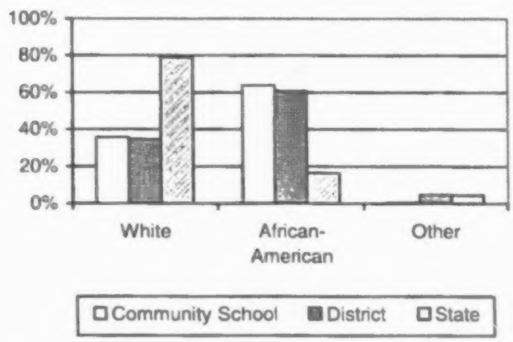
- Students took the 9th grade proficiency tests and percent passing rates were reported.
- Attendance statistics by grade and days absent were reported.
- The report describes three main goals and specific objectives toward meeting those goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	7-10	150
2000-2001	7-10	166
2001-2002	6-11	243

Student/teacher ratio: Insufficient data
Student/teacher & aide ratio: Insufficient data
Students with disabilities: 4.9%

2001-2002 Race and Ethnicity



Millennium Community School

1850 Bostwick Road
Columbus, OH 43227
(614) 255-5585

Director: Dr. Shelli Frazier-Trotman, Director **Sponsor:** State Board of Education
Management company: Achievement Education Services, Inc.
Facility type: Modular Buildings

Educational Approach

- This school serves a general student population.
- The foundation of the curriculum is the Direct Instruction programs published by McGraw-Hill.
- Students take the Ohio Proficiency Test and one or more standardized tests such as Iowa, MAT, NAEP or WRAT.
- This school seeks to utilize research-proven curricula to educate a socially and economically diverse student populaton.
- Multi-age classrooms are used.

2000-2001 Annual Report Highlights (Self-reported)

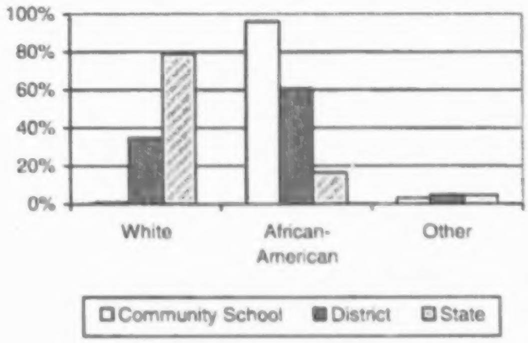
- The 4th grade proficiency tests were given and results were reported.
- Students took the Stanford 9 test. Fall 2000 and Spring 2001 comparison results were reported.
- Academic goals and examples of success toward meeting those goals were reported.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-4	436
2000-2001	K-5	553
2001-2002	K-6	649

Student/teacher ratio: 16
Student/teacher & aide ratio: 10.1
Students with disabilities: 2.9%

2001-2002 Race and Ethnicity



Montessori Renaissance Experience

1895 Summit Street
Columbus, OH 43201
(614) 299-1126

Director: Cynthia D. Frazier, Principal
Management company: None
Sponsor: State Board of Education

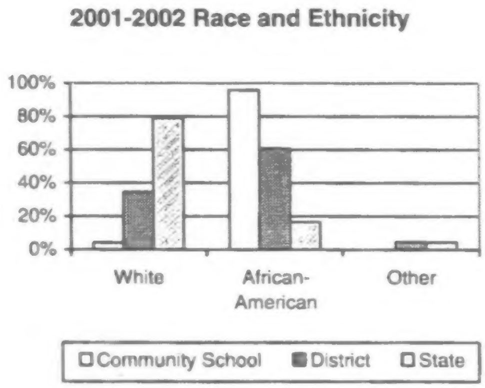
Educational Approach

- This school serves a general student population in grades K-3. The school adds a grade level each year.
- The curriculum is based on the Ohio Model Curriculum and includes language arts, science, social studies, the arts, and physical education/health & safety.
- The school administers the Ohio Proficiency Test and Off-Grade Proficiency Tests, the Metropolitan Readiness Tests, the Wide Range Achievement Test, and the Iowa Tests of Basic Skills.
- This school offers a Montessori educational experience that includes providing hands-on activities with multi-sensory materials, encouraging self-motivation, helping children to develop the ability to stay on task, encouraging collaboration, and encouraging children to work as long as they want uninterrupted.
- This school uses single or multi-grade classrooms and a variety of instructional techniques including individualized instruction, cooperative learning, and computer-assisted instruction.

Enrollment Information

Year	Grades	Students
2001-2002	K-2	24

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 12.5%



The Graham School

3950 Indianola Avenue
Columbus, OH 43214
(614) 262-1111

Director: Eileen G. Meers & Greg Brown, Principals **Sponsor:** State Board of Education
Management company: None
Facility type: Former DuPont Flooring Systems building

Educational Approach

- The school targets urban high school students interested in "hands-on, real-world" experiences.
- The curriculum is interdisciplinary and involves numerous community settings.
- The academic focus is "experiential education."
- Students will spend a significant amount of time working with partner sites and the second half of their senior year in a full-time "Walkabout" internship.

2000-2001 Annual Report Highlights (Self-reported)

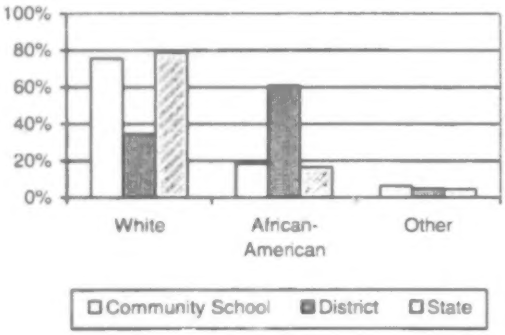
- Proficiency test scores were not reported.
- Attendance rates were not reported.
- Ninth and 10th grade students made weekly visits to partner sites such as COSI and the Franklin Park Conservatory.
- Finanical information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	9-10	73
2001-2002	9-12	175

Student/teacher ratio: 9.1
Student/teacher & aide ratio: 9.1
Students with disabilities: 8%

2001-2002 Race and Ethnicity



W C Cupe Community School

1132 Windsor Avenue
Columbus, OH 43211
(614) 294-3020

Director: Phillipa Singleton, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

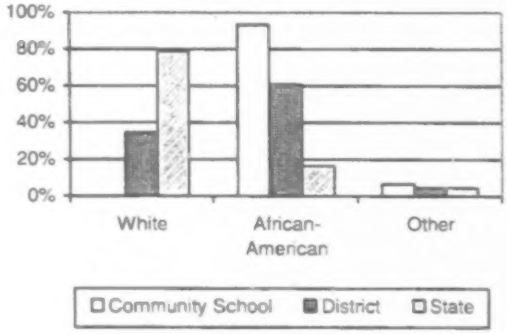
- This school serves a general student population.
- The curriculum will utilize a combination of Direct Instruction and Precision Teaching, complemented with elements of Core Knowledge.
- Both programs rely on a foundation of continuous student assessment.
- The goal of each student is to complete a lesson each day in every program, with mastery achieved in each lesson.
- Every daily reading class is augmented with exercises designed to prepare students for the Ohio Proficiency Test.

Enrollment Information

Year	Grades	Students
2001-2002	K-3	104

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



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W.C. Handy Community School

3400 Kohr Boulevard
Columbus, OH 43224
(614) 428-6013

Director: Sandy Davis, Interim Executive Director **Sponsor:** State Board of Education
Management company: None
Facility type: A center on a church campus

Educational Approach

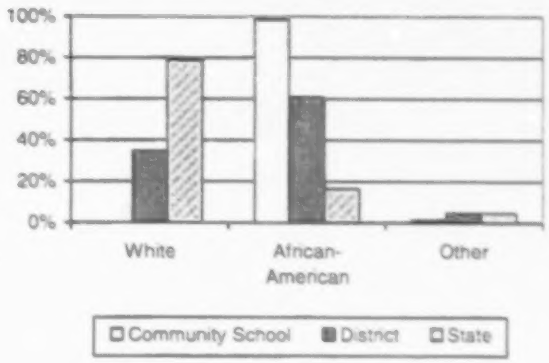
- This school serves a general student population.
- The mission is to help children from urban communities become life-long learners through participation in an arts-based curriculum.
- The curriculum reflects an interdiscipinary team approach where basic skills are stressed across subject areas.
- The core academic program will be taught in flexibie timeframes through thematic units.

Enrollment Information

Year	Grades	Students
2001-2002	6-8	142

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 9.9%

2001-2002 Race and Ethnicity



YouthBuild Columbus

1083 Essex Avenue
Columbus, OH 43201
(614) 372-1690

Director: Joyce E. Swayne, Principal
Management company: YouthBuild
Facility type: Stand alone school building
Sponsor: State Board of Education

Educational Approach

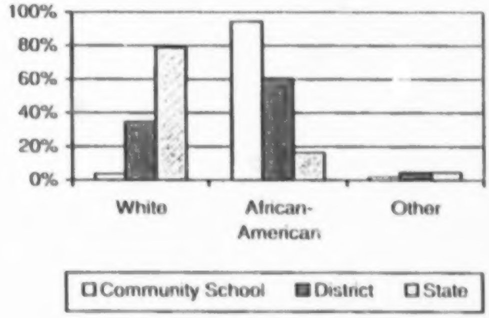
- This school serves at-risk youth-high school drop-outs and those at-risk of dropping out.
- The curriculum integrates vocational building skills and utilizes tools such as mentors, work shadowing, and service learning.
- The curriculum is aligned with the Ohio Competency-Based Curriculum.
- Students will graduate with the knowledge, skills, and attitudes required for employment in the building trades industry.
- The school also utilizes the National Center of Construction Education and Research curriculum.

Enrollment Information

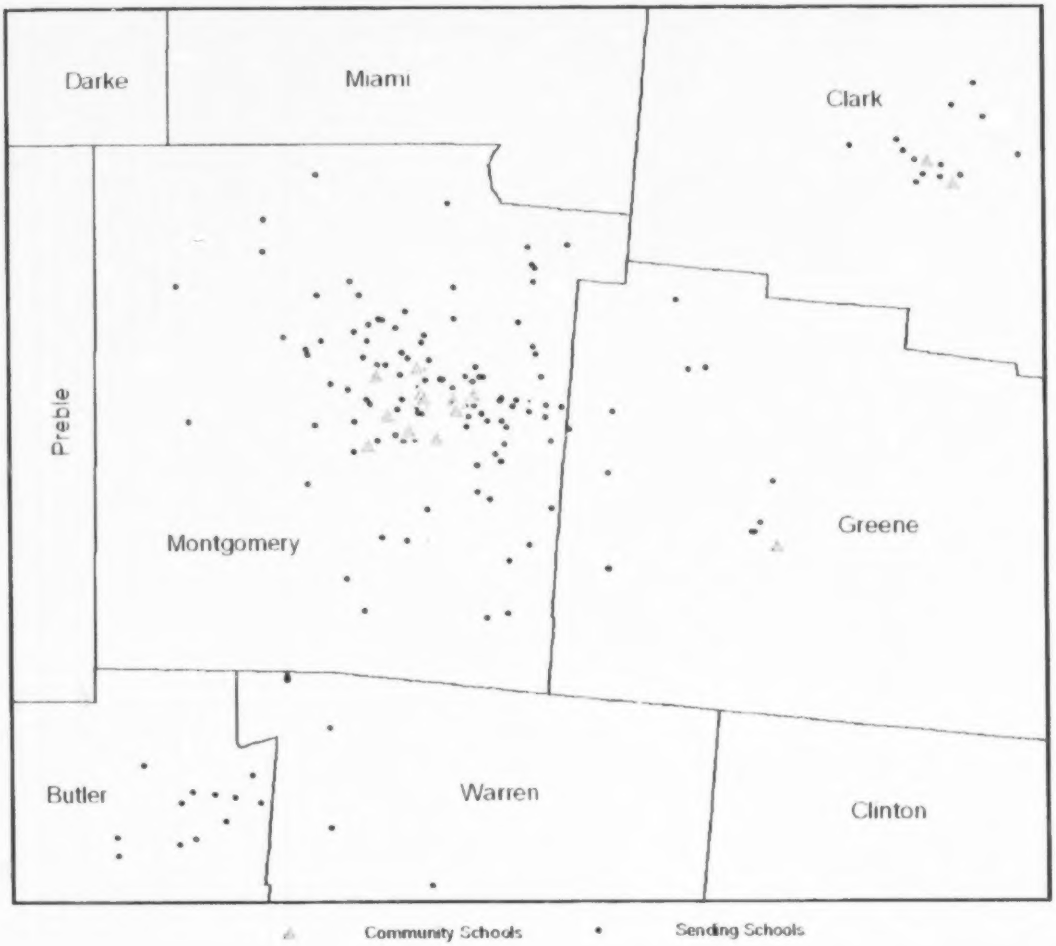
Year	Grades	Students
2001-2002	9-12	54

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



Dayton/Springfield/Xenia Area


Darke
Miami
Clark
Preble
Montgomery
Greene
Butler
Warren
Clinton
△ Community Schools
● Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Clark County	2	2
Greene County	1	1
Montgomery County	12	11*

*LOEO also had sending school data for Dayton Urban Academy. The school's operations were suspended at the end of the 2001-2002 school year. This school is omitted from the map and the statistics below.

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According to LOEO's sending school data:

- Montgomery, Greene, and Clark County community schools draw students from 48 school districts.
- Montgomery, Greene, and Clark County community schools draw students from 146 buildings in those districts.
- During the 2001-2002 school year, community school students in Montgomery, Greene, and Clark counties came from sending schools that are, on average, 5.01 miles away from their community schools.

Dayton/Springfield/Xenia Area Community Schools

Community School	Sponsor	Location	Year Opened	Generation
City Day Community School	State Board of Education	Dayton	1998	First
Dayton Academy School	State Board of Education	Dayton	1999	Second
Rhea Academy	State Board of Education	Dayton	1999	Second
Richard Allen Academy	State Board of Education	Dayton	1999	Second
Trade and Technology Preparatory	State Board of Education	Dayton	1999	Second
World of Wonder (WOW) Community School	Dayton Public Schools	Dayton	1999	Second
Academy of Dayton	State Board of Education	Dayton	2000	Third
Dayton View Academy	State Board of Education	Dayton	2000	Third
Omega School of Excellence	State Board of Education	Dayton	2000	Third
Richard Allen Preparatory	State Board of Education	Dayton	2000	Third
Colin Powell Leadership Academy	State Board of Education	Dayton	2001	Fourth
Life Skills Center of Clark County	State Board of Education	Springfield	2001	Fourth
New Choices Community School	State Board of Education	Dayton	2001	Fourth
Springfield Academy of Excellence	State Board of Education	Springfield	2001	Fourth
Summit Academy-Xenia	State Board of Education	Xenia	2001	Fourth

Fifth Generation Schools (Opened 2002)

Community School	Sponsor	Location
Academy 2000	State Board of Education	Dayton
East End Community School	State Board of Education	Dayton
Moraine Community School	State Board of Education	Moraine
Mound Street Academy of Allied Health Center	State Board of Education	Dayton
Mound Street Academy of Information and Technology Career	State Board of Education	Dayton
Mound Street Academy of Military Career	State Board of Education	Dayton
North Dayton School of Science and Discovery	State Board of Education	Dayton
Richard Allen Academy II	State Board of Education	Dayton
Trotwood Preparatory and Fitness Academy	State Board of Education	Trotwood

Suspended Schools

Community School	Sponsor	Location	Year Closed
Dayton Urban Academy (suspended)	State Board of Education	Dayton	2002

Academy of Dayton

4380 Salem Avenue
Dayton, OH 45416
(937) 567-1072

Director: Antron Huff, Principal **Sponsor:** State Board of Education
Management company: Charter Schools Administration Services

Educational Approach

- This school serves a general student population.
- The curriculum is integrated, using student-centered learning and cooperative learning.
- Students are assessed by standardized test results, the Ohio Proficiency Test, Pupil Promotion Rate, and the Metropolitan Achievement Test.
- The school seeks to create a "community of learners."
- Technology plays a central role in the educational program of the Academy. They use a "teacher team" instructional approach.

2000-2001 Annual Report Highlights (Self-reported)

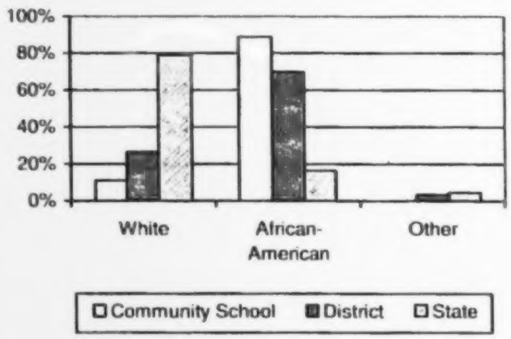
- Students took the Stanford 9 Test and results were reported.
- The school describes three goals as well as exit goals and the strategies they plan to use in order to succeed at achieving these goals.
- Financial information was not reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-3	84
2001-2002	K-4	73

Student/teacher ratio: 21
Student/teacher & aide ratio: 21
Students with disabilities: 0%

2001-2002 Race and Ethnicity



City Day Community School

318 South Main Street
Dayton, OH 45402
(937) 223-8130

Director: Judy Johnson, President
Sponsor: State Board of Education
Management company: None
Facility type: Converted former office building

Educational Approach

- This school serves an at-risk student population.
- The school's curriculum is based on the program "Locking the Lock on Literacy."
- Students are assessed with the Ohio Proficiency Test, Otis-Lennon School Ability Test, and the Stanford Achievement Test.
- The school has a literacy focus that will help students learn math, science, and social studies.

2000-2001 Annual Report Highlights (Self-reported)

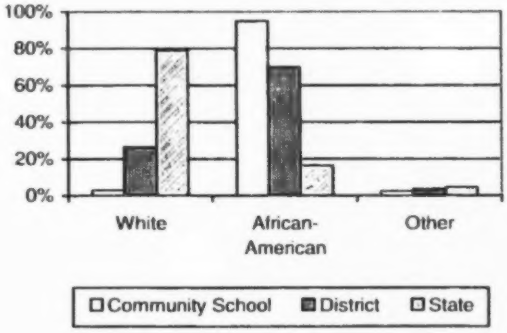
- Students took the 4th grade proficiency tests, but the results were not reported.
- The Otis-Lennon and Stanford Achievement tests were given and results from the Stanford Achievement test were reported.
- The daily attendance rate was 92%. This is a 19% improvement over the previous year.
- The school has four main goals as part of their mission.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	1-2	56
1999-2000	K-3	233
2000-2001	K-4	268
2001-2002	K-4	181

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 3.9%

2001-2002 Race and Ethnicity



Colin Powell Leadership Academy

834 Randolph Street
Dayton, OH 45408
(937) 263-3937

Director: Diana Peterson, Director
Management company: KIDS2000
Facility type: Modular Facility

Sponsor: State Board of Education

Educational Approach

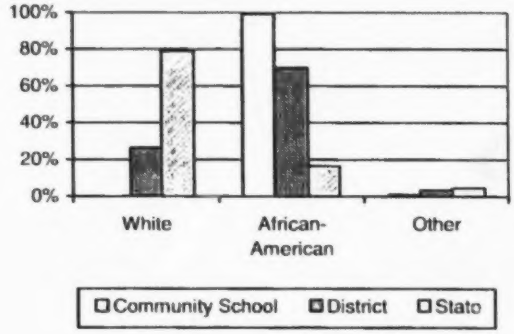
- This school serves a general student population.
- The school curriculum aligns Core Knowledge and Learning for Life with the pupil performance objectives in the Ohio Model Curriculum.
- Students are assessed with the Ohio Proficiency Test and the Stanford 9.
- The school focuses on leadership skills through Boy Scout Learning for Life and other extensive community endeavors.

Enrollment Information

Year	Grades	Students
2001-2002	K-5	199

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 0%

2001-2002 Race and Ethnicity



Dayton View Academy

1416 West Riverview Avenue
Dayton, OH 45407
(937) 567-9426

Director: Patricia C. Love, Principal
Sponsor: State Board of Education
Management company: Edison Schools

Educational Approach

- This school serves a general student population.
- The research-based Edison Project is used. The curriculum emphasizes humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills.
- The school takes all state and district proficiency tests as well as Off-Grade Proficiency Tests.
- The school seeks to provide an exemplary education with a curriculum that is richer than the norm in that district.
- The school emphasizes technology; students and teachers are provided with a computer to use at home.

2000-2001 Annual Report Highlights (Self-reported)

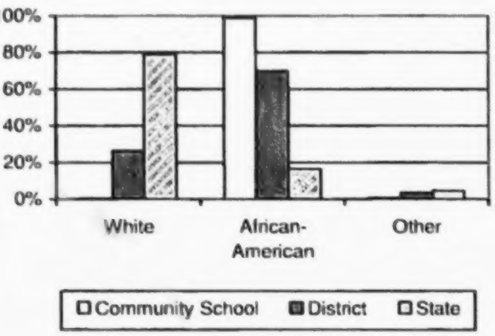
- Students took the 4th grade proficiency tests and results were reported.
- Students took the Stanford 9 and results were reported.
- The attendance rate was 94.5%.
- The school stated four goals that it would like to achieve during the 2001-2002 school year.
- Financial information was not reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-5	613
2001-2002	K-6	820

Student/teacher ratio: 17.5
Student/teacher & aide ratio: 12.8
Students with disabilities: 6.6%

2001-2002 Race and Ethnicity



Life Skills Center of Clark County

1635 Selma Road
Springfield, OH 45505
(937) 322-2940

Director: C.J. Hamilton, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves students between the ages of 16 and 22 who have dropped out, or are considering dropping out, of high school.
- The curriculum is modeled after Ohio's Model Curriculum and is highly computer based. Students learn academic skills and earn a majority of their academic credits through computerized instruction. Students earn additional credits toward graduation by working or volunteering.
- Students attend life skills classes on a daily basis. The classes are designed to assist students with job readiness skills, proper etiquette, positive social interaction, and life-long financial responsibilities.
- This school uses multi-age classrooms.

2000-2001 Annual Report Highlights (Self-reported)

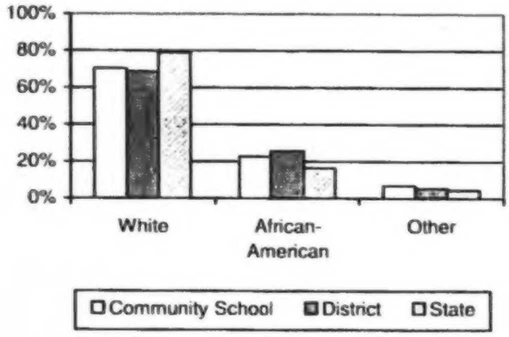
- The annual report did not include proficiency test data.
- The annual report did not include information on other assessments.
- The school did not report an attendance rate.
- The annual report describes one goal which is to develop productive, viable citizens who can easily make the transition from school to work. Progress made toward this goal, however, is not clear.

Enrollment Information

Year	Grades	Students
2001-2002	9-12	115

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 13.9%

2001-2002 Race and Ethnicity



Omega School of Excellence

1821 Emerson Avenue
Dayton, OH 45406
(937) 278-2372

Director: Vanessa Ward, Principal
Management company: None
Sponsor: State Board of Education

Educational Approach

- The school serves a general student population.
- Focus is on building academic and leadership skills as well as character. The school also stresses the importance of community service, and offers weekly leadership classes and a mentoring program.
- Students take the Ohio Proficiency Test and Off-Grade Proficiency Tests. The Stanford 9 is administered in a pre and post-test manner.
- Guided by the Knowledge is Power Program model whose motto is "there are no shortcuts to learning." Also, emphasizes a value-centered environment.
- The school places importance on small class size with a maximum student/teacher ratio of 12:1. They offer more hours of instruction per year with longer school days and a longer school week.

2000-2001 Annual Report Highlights (Self-reported)

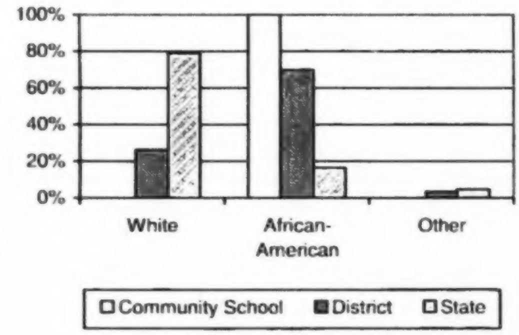
- The school reported passage rates for each subject of the 6th grade proficiency test.
- The school reported Stanford 9 pre and post-test results for 5th and 6th grade students. It also reported the Off-Year Proficiency Test results for 5th grade students.
- The school reported an average daily attendance rate of 95%.
- The annual report lists 13 goals that were accomplished.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	5-6	112
2001-2002	5-7	154

Student/teacher ratio: 15
Student/teacher & aide ratio: 15
Students with disabilities: 3.9%

2001-2002 Race and Ethnicity



Rhea Academy

113 East Third Street
Dayton, OH 45402
(937) 461-7432

Director: James Rhea, Principal
Management company: None
Sponsor: State Board of Education

Educational Approach

- This school serves a general student population.
- The curriculum integrates the humanities, mathematics, physical and natural sciences, citizenship, the arts, social sciences, character education, health and fitness, foreign language (Kiswahili), and African and world culture studies.
- Assessments focus on an individual student's growth towards a proficiency standard.
- Students are expected to become actively involved in their own learning through the use of learning centers.
- The school maintains small class sizes. Manipulatives are used in the classroom.

2000-2001 Annual Report Highlights (Self-reported)

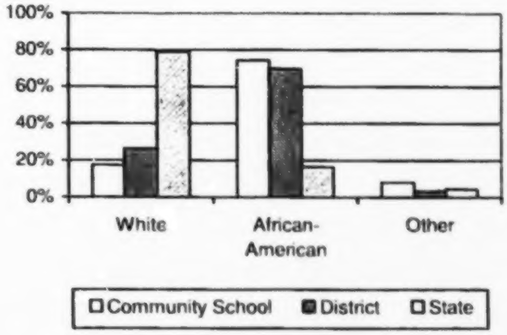
- Students took the 4th and 6th grade proficiency tests, but the results were not available at the time the report was published.
- The school administers the Stanford 9. Ninety percent of K-2 students scored in the 95th percentile nationwide.
- The attendance rate was 91%.
- The annual report lists five goals, but it is unclear how much progress the school has made toward achieving those goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-5	63
2000-2001	K-6	89
2001-2002	K-7	86

Student/teacher ratio: 17.8
Student/teacher & aide ratio: 17.8
Students with disabilities: 0%

2001-2002 Race and Ethnicity



Richard Allen Academy

700 Heck Avenue
Dayton, OH 45408
(937) 586-9815

Director: Kim Cockrell, Principal **Sponsor:** State Board of Education
Management company: Institute of Charter School Management and Resources

Educational Approach

- This school serves a general student population.
- The curriculum uses the Marva Collins approach which teaches students about integrity, self-discipline, courage, friendship, honesty, and respect.
- This school uses Direct Instruction, small class sizes, and hands-on/experiential learning.
- Parental involvement is encouraged and expected.

2000-2001 Annual Report Highlights (Self-reported)

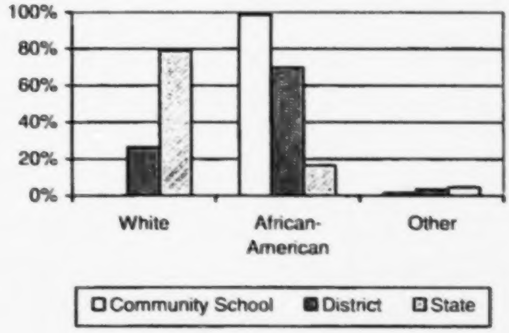
- The school reported passage rates for each subject area of the Ohio Proficiency Test and Off-Year Proficiency Tests for grades 1-7.
- The school administered the Iowa Tests of Basic Skills in October and April to students in grades K-7 to measure improvement during the school year.
- The average daily attendance was 96%.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-6	113
2000-2001	K-7	137
2001-2002	K-8	208

Student/teacher ratio: 15.2
Student/teacher & aide ratio: 13
Students with disabilities: 3.8%

2001-2002 Race and Ethnicity



Richard Allen Preparatory

1034 Superior Avenue
Dayton, OH 45407
(937) 567-9124

Director: Amy Bettendorf, Principal **Sponsor:** State Board of Education
Management company: Institute of Charter School Management and Resources
Facility type: Former Catholic School

Educational Approach

- This school serves a general student population.
- The curriculum uses the Richard Allen approach which teaches self-reliance and self-discipline. The curriculum also focuses on fundamentals and stresses fairness, consistency, dedication, respect, and affection.
- This school uses a phonics based reading program along with Direct Instruction, small class sizes, and hands-on/experiential learning.
- Parents sign a contract setting forth expectations when they enroll their students.

2000-2001 Annual Report Highlights (Self-reported)

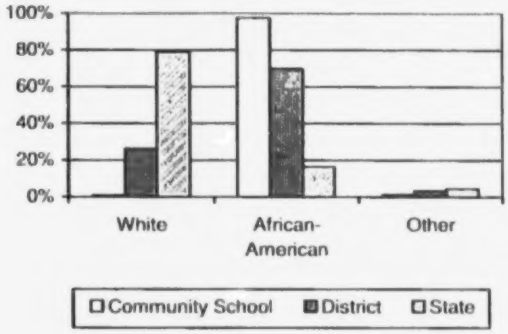
- Includes passage rates by subject for the Ohio Proficiency Test and Off-Year Proficiency Tests for grades K-8.
- The school administed the Iowa Tests of Basic Skills in October and April to students in grades 1-8 to measure improvement during the school year.
- The average daily attendance was 95%.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-8	201
2001-2002	K-8	214

Student/teacher ratio: 15.5
Student/teacher & aide ratio: 13.9
Students with disabilities: 2.8%

2001-2002 Race and Ethnicity



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Springfield Academy of Excellence

623 South Center Street
Springfield, OH 45506
(937) 325-0933

Director: Edna Chapman, Principal
Management company: None
Facility type: Modular Units

Sponsor: State Board of Education

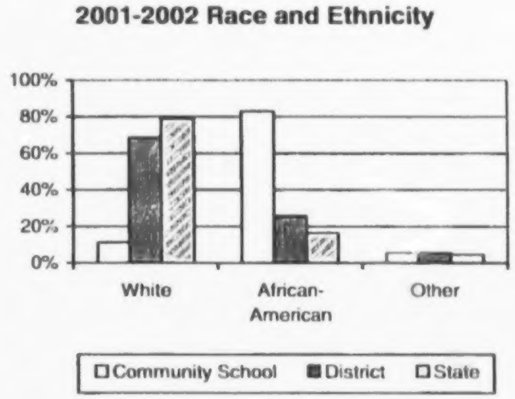
Educational Approach

- This school serves a general student population.
- The curriculum includes reading, writing, mathematics, social studies, science, health/physical education, comprehensive arts, and character building.
- This school administers the Ohio Proficiency Test, Riverside Off-Grade Proficiency Tests, and the Stanford Achievement Test – Ninth Edition.
- This school follows Comer's School Development Program which emphasizes academic achievement as well as physical, psychological, social, and ethical development.
- This school operates on a year-round calendar with a 45 days in-school/15 days off-school cycle. Instructional methods include cooperative groups, hands-on learning, and the integration of reading, writing, math, and technology in all subject areas.

Enrollment Information

Year	Grades	Students
2001-2002	K-3	124

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 5.6%



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Summit Academy-Xenia

870 South Detroit Street
Xenia, OH 45385
(937) 372-5210

Director: Megan Van Fossan, Principal
Sponsor: State Board of Education
Management company: Summit Academy Management

Educational Approach

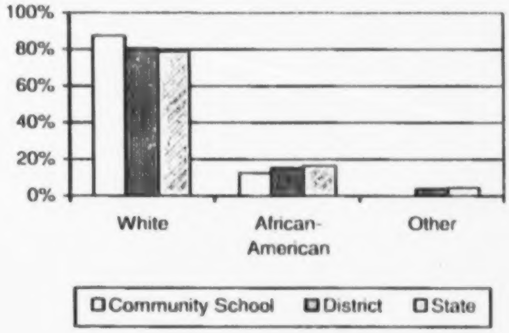
- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum focuses on developing students' academic and life skills by implementing Core Knowledge and group experiential learning, and using Scouting combined with martial arts.
- Each student will keep a portfolio, which will be built around his or her personal education plan (PEP).
- The school adopted the Ohio Competency-Based Programs educational objectives.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

Enrollment Information

Year	Grades	Students
2001-2002	3-5	24

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 58.3%

2001-2002 Race and Ethnicity



The Dayton Academy

4401 Dayton-Liberty Road
Dayton, OH 45418
(937) 262-4080

Director: Bonnie Smith, Principal
Sponsor: State Board of Education
Management company: Edison Schools

Educational Approach

- This school serves a general student population.
- The research-based Edison Project curriculum is used. The curriculum emphasizes humanities and arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills.
- The school takes all state and district proficiency tests as well as Off-Grade Proficiency Tests.
- The school seeks to provide an exemplary education with a curriculum that is richer than the norm in that district.
- The school emphasizes technology; students and teachers are provided with a computer to use at home.

2000-2001 Annual Report Highlights (Self-reported)

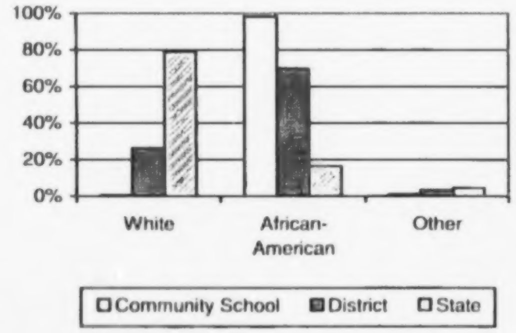
- Students took the 4th and 6th grade proficiency tests and results were reported.
- Students took the Stanford 9 and results were reported.
- The attendance rate was 92.9%.
- The school stated four goals that it would like to achieve during the 2001-2002 school year.
- Financial information was not reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-5	624
2000-2001	K-6	913
2001-2002	K-7	972

Student/teacher ratio: Insufficient data
Student/teacher & aide ratio: Insufficient data
Students with disabilities: 8.8%

2001-2002 Race and Ethnicity



The New Choices

20 West First Street
Dayton, OH 45402
(937) 224-4605

Director: Gary L. Hardman, Principal
Management company: None
Sponsor: State Board of Education

Educational Approach

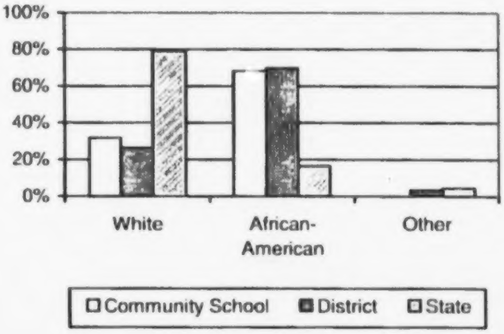
- This school serves at-risk students in grades 5-8.
- The school uses curriculum developed by the Huber Heights School District for math, language arts, science, and social studies, which is based on the Ohio Model Curriculum. The curriculum also includes classes in health and physical education, and the arts. The school combines the School Development Program education model with the Accelerated Learning philosophy. The result is a program that focuses on parent involvement and mental health. It also uses an "enrichment" strategy rather than a "remedial" strategy for educating at-risk students.
- The school administers the Ohio Proficiency Test, Stanford Achievement Test - Ninth Edition, as well as the Achenbach Child Behavior, Piers-Harris Self-Concept, Adriel Social Competence, and Learning for Life assessment instruments.
- The school emphasizes academic excellence, social competence/character development, and mental health wellness.
- The school creates a Personal Learning Plan for each student.

Enrollment Information

Year	Grades	Students
2001-2002	5-6	22

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 13.6%

2001-2002 Race and Ethnicity



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Trade & Technology Prep

140 North Keowee Street
Dayton, OH 45402
(937) 223-2323

Director: Learwinson Jackson, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

- This school serves students ages 16-21 who are previous dropouts or are on the verge of dropping out.
- The school uses the curriculum of the Dayton City School District and the National Center of Construction Education and Research.
- The school works to link remedial education, workforce development, School-to-Career, YouthBuild, apprenticeship, and AmeriCorps programs.
- Students do a signficant amount of hands-on learning (e.g., gutting and rebuilding homes in local neighborhoods).
- Half of the day is spent in the classroom and half of the day is spent on the worksite.

2000-2001 Annual Report Highlights (Self-reported)

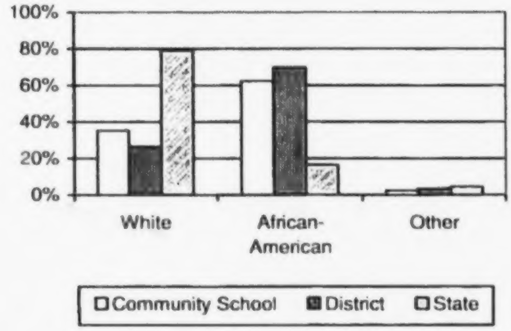
- Students made significant strides toward fulfilling the required passage of the Ohio Proficiency Test.
- Construction students have begun constructing 60 homes in the Wolf Creek Neighborhood.
- Sixty students graduated.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	9-12	160
2000-2001	9-12	230
2001-2002	9-12	266

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 3.4%

2001-2002 Race and Ethnicity



World of Wonder (WOW) Community School

4411 Oakridge Drive
Dayton, OH 45417
(937) 542-3600

Director: Richard L. Penry, Principal
Sponsor: Dayton City Schools
Management company: None
Facility type: Former middle school and 1/2 elementary school

Educational Approach

- This school serves a general student population.
- Curriculum is based upon the Accelerated Schools Model which provides an enriched (instead of remedial) curriculum to at-risk students.
- Curriculum is organized into themes based on Ohio's Model Curriculum. Students select new themes every five weeks.
- This school emphasizes a child-centered learning environment.
- The Accelerated Schools Model is a philosophy that requires "buy-in" from the entire teaching and administrative staff, empowers the staff with decision making authority, and builds upon the expertise brought by its students and teachers.

2000-2001 Annual Report Highlights (Self-reported)

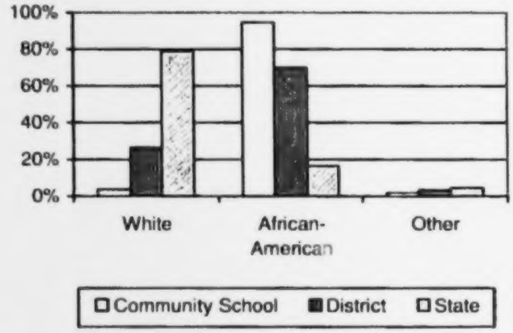
- WOW did not yet have 4th grade students, but will report proficiency scores when the 4th grade is added to the school population in 2001-2002.
- Students generally met or exceeded the expected gains on the Stanford Achievement Test.
- The attendance rate was 91.8%.
- Approximately 85% of the students qualified for free or reduced priced lunches.
- Financial information was reported.

Enrollment Information

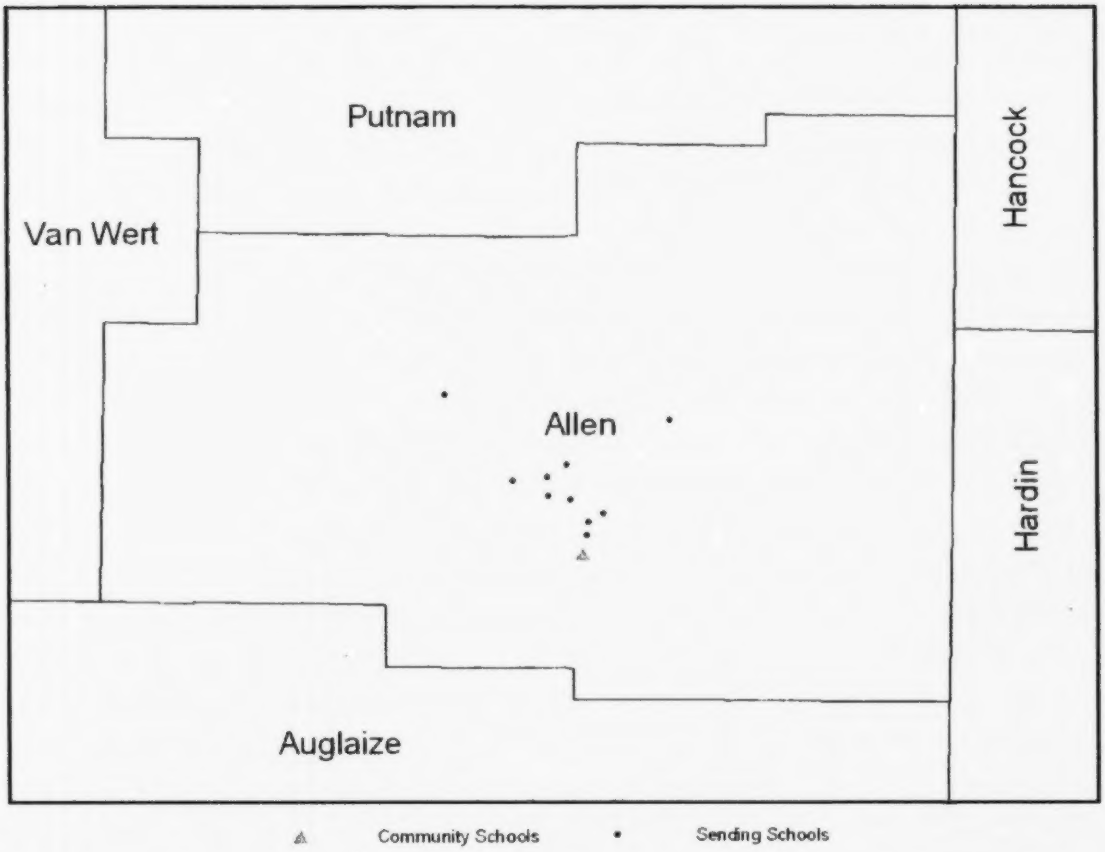
Year	Grades	Students
1999-2000	K-2	199
2000-2001	K-3	247
2001-2002	K-4	296

Student/teacher ratio: 11.8
Student/teacher & aide ratio: 10.3
Students with disabilities: 5.4%

2001-2002 Race and Ethnicity



Lima Area


Putnam
Van Wert
Hancock
Allen
Hardin
Auglaize
△ Community Schools
● Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Allen County	1	1

According to LOEO's sending school data:

- The community school in Allen County draws students from 3 school districts.
- The community school in Allen County draws students from 10 buildings in those districts.
- During the 2001-2002 school year, community school students in Allen County came from sending schools that are, on average, 2.48 miles away from their community school.

Quest Academy

190 East Eight Street
Lima, OH 45804
(419) 227-7730

Director: Cameron Moffett, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

- This school serves a general student population, however, a majority of students are considered "at-risk" because of factors such as coming from families with low income and low education levels.
- The curriculum is based on the ODE Model Competency-Based Program.
- The school uses the following instruments as indicators of student achievement: 4th grade proficiency tests, Iowa Tests of Basic Skills, and student portfolios.
- The school addresses multiple learning styles while emphasizing teamwork, community service, and family involvement to build on the students' cultural inheritance in order to nurture their individual creativity, talents, and special interests.

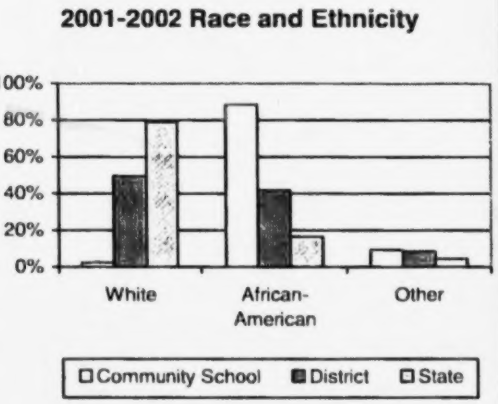
2000-2001 Annual Report Highlights (Self-reported)

- The school did not administer proficiency tests because it only enrolled K-2 students.
- Includes performance of students in grades K-2 on the Iowa Tests of Basic Skills.
- The attendance rates were 95% for Kindergarten students, 96.6% for 1st grade students, and 96.5% for 2nd grade students.
- The annual report does not include goals for the school.
- Financial information was not reported.

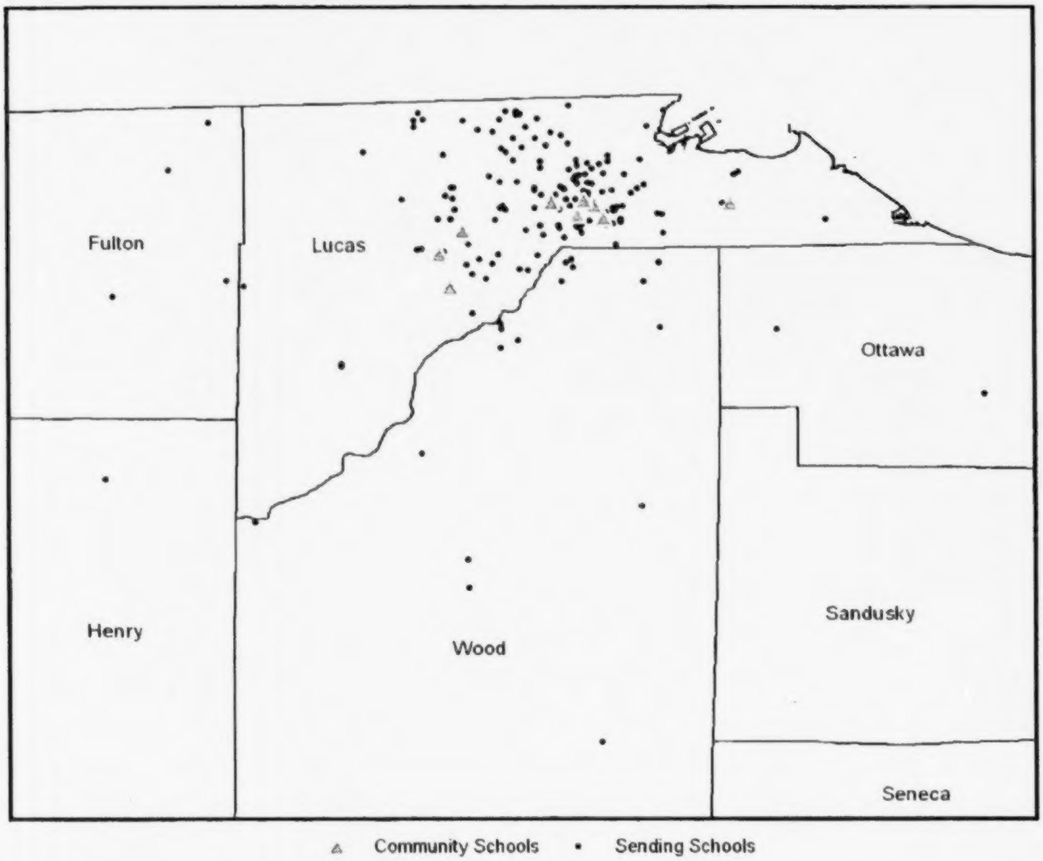
Enrollment Information

Year	Grades	Students
2000-2001	K-2	65
2001-2002	K-3	86

Student/teacher ratio: 10.8
Student/teacher & aide ratio: 8.1
Students with disabilities: 3.5%


2001-2002 Race and Ethnicity

Toledo Area



	Number of Community Schools 2001-2002 School Year (Not including eCOT)	Number of Community Schools for which LOEO had sending school data (Not including eCOT)
Lucas County	10	9*

*LOEO also had sending school data for Toledo Village Shule Community School, which closed at the end of the 2001-2002 school year. This school has been omitted from the map and the statistics below.

According to LOEO's sending school data:

- Excluding eCOT, Lucas County community schools draw students from 36 school districts.
- Excluding eCOT, Lucas County community schools draw students from 156 buildings in those districts.
- During the 2001-2002 school year, community school students in Lucas County came from sending schools that were, on average, 4.62 miles away from their community schools.

Toledo Area Community Schools (Not including eCOT)

Community School	Sponsor	Location	Year Opened	Generation
Aurora Academy	Lucas County Educational Service Center	Toledo	1998	First
M.O.D.E.L.	Lucas County Educational Service Center	Maumee	1998	First
Meadows CHOICE	Lucas County Educational Service Center	Oregon	1998	First
Academy of Business and Technology	University of Toledo	Toledo	1999	Second
Performing Arts School of Metropolitan Toledo	Lucas County Educational Service Center	Toledo	1999	Second
Toledo Academy of Learning	Lucas County Educational Service Center	Toledo	1999	Second
Toledo School for the Arts	Toledo Public Schools	Toledo	1999	Second
Family Learning Center	Lucas County Educational Service Center	Toledo	2000	Third
Autism Academy of Learning	Lucas County Educational Service Center	Maumee	2001	Fourth
Eagle Academy	University of Toledo	Toledo	2001	Fourth

Fifth Generation Schools (Opened 2002)

Community School	Sponsor	Location
Englewood Peace Academy	Lucas County Educational Service Center	Toledo
Lake Erie Academy	University of Toledo	Toledo
Life Skills Center of Toledo	State Board of Education	Toledo
Paul Laurence Dunbar Academy	University of Toledo	Toledo
Toledo Accelerated Academy	University of Toledo	Toledo

Closed or Suspended Schools

Community School	Sponsor	Location	Year Closed
Monroe Academy (closed)	Lucas County Educational Service Center	Toledo	2000
JADES Academy (suspended)	Lucas County Educational Service Center	Toledo	2001
Northwest Ohio Building Trades (suspended)	Lucas County Educational Service Center	Toledo	2001
P.A.S.S. (closed)	Lucas County Educational Service Center	Toledo	2001
Toledo Village Schule (closed)	Lucas County Educational Service Center	Toledo	2002

Academy of Business & Technology

1456 Woodlawn Avenue
Toledo, OH 43607
(248) 569-6674

Director: Maggie Culp, Principal **Sponsor:** University of Toledo
Management company: Charter Schools Administration Services

Educational Approach

- This school serves a general student population.
- Curriculum is based upon the Learning Outcomes outlined in the Ohio Model Curriculum and the framework developed by the Academy of America.
- Students will take the Ohio Proficiency Test and the MAT test in reading and math.
- The school prepares students for the business world by teaching them the following: to be entrepreneurs, to be financially responsible, to focus on self-employment, to be leaders in the community, and to have a sense of cultural heritage.

2000-2001 Annual Report Highlights (Self-reported)

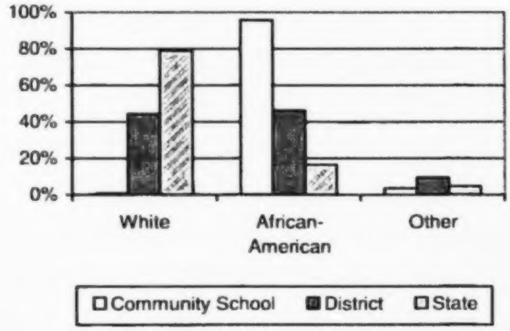
- Students took the 4th and 6th grade proficiency tests and improvement was reported in all academic areas.
- Students took the Stanford 9 test and the results for the 1999-2000 and 2000-2001 school years were reported.
- The school stated five goals and reported on progress toward meeting those goals.
- Financial information was not reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-6	293
2000-2001	K-7	293
2001-2002	K-8	373

Student/teacher ratio: 16.3
Student/teacher & aide ratio: 15.4
Students with disabilities: 1.3%

2001-2002 Race and Ethnicity



Aurora Academy

541 Utah Street
Toledo, OH 43605
(419) 693-6841

Director: Dr. Vincent Ricardi, Director **Sponsor:** Lucas County Educational Service Center
Management company: None
Facility type: Former parochial school building

Educational Approach

- This school serves an at-risk student population.
- The curriculum includes a thematic and integrated approach emphasizing critical thinking skills. All subject areas are based on published curricula; each is used to complement Ohio's Model Curriculum and its alignment with the Ohio Proficiency Test.
- The academy uses the Ohio Proficiency Test, comprehensive student progress assessment (SPA), and the Iowa Tests of Basic Skills.
- The academy provides educational, social, recreational, mental, physical, and emotional services to at-risk and typical children.
- This school uses a "non-graded" approach; students of multiple ages are grouped together.

2000-2001 Annual Report Highlights (Self-reported)

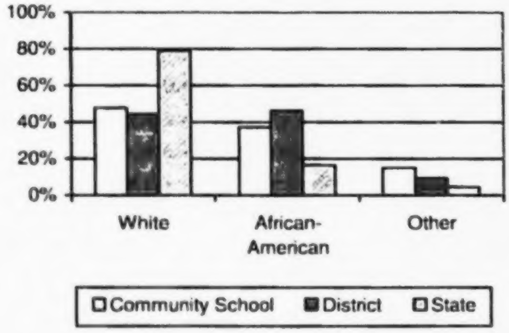
- Students took the Ohio Proficiency Test and results show that there is an overall decrease in proficiency passage rates between the current school year and the previous school year. Results also show that students who received at least one year of instruction demonstrated improvement.
- The academy offers several examples as to how the school reached their main goal of couching the school philosophy in a holistic program with specific goals, outcomes, and processes.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-12	85
1999-2000	K-12	230
2000-2001	K-12	303
2001-2002	K-8	172

Student/teacher ratio: 13.9
Student/teacher & aide ratio: 23.3
Students with disabilities: 23.8%

2001-2002 Race and Ethnicity



Autism Academy of Learning

1546 Dartford
Maumee, OH 43537
(419) 865-7487

Director: Shawn Wendel, Principal
Management company: None
Sponsor: Lucas County Educational Service Center

Educational Approach

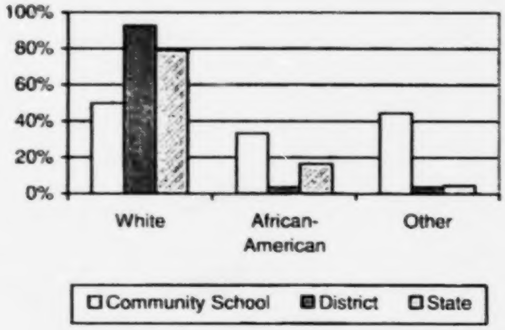
- This school serves students with autism.
- The curriculum is based on a highly individualized approach and incorporates such programs as Picture Exchange Communication System, Alternate Augmentative Communication, Applied Behavior Analysis, Discrete Trial Training, and The Pyramid Approach.
- Students will be assessed with internal tests and standardized tests such as MAT, Stanford, Iowa, Rosetti, and Peabody.
- The school provides year-round educational services to students with autism.

Enrollment Information

Year	Grades	Students
2001-2002	K-12	36

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 100%

2001-2002 Race and Ethnicity



Eagle Academy

1501 Monroe Street
Toledo, OH 43624
(419) 245-9862

Director: Tammy Wells, School Leader **Sponsor:** University of Toledo
Management company: The Leona Group
Facility type: Half of an old vocational school

Educational Approach

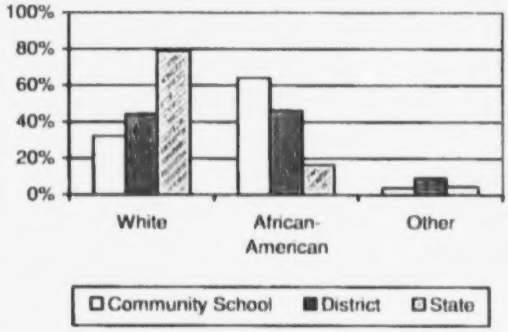
- This school serves a general student population.
- Students are presented with an integrated curriculum that includes Guided Reading and SRA Math Explorations and Applications.
- Students take the Ohio Proficiency Test and the Comprehensive Test of Basic Skills (CTBS)-Terra Nova version.
- The school seeks to establish a "family of learners."

Enrollment Information

Year	Grades	Students
2001-2002	K-4	53

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 7.5%

2001-2002 Race and Ethnicity



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Family Learning Center of NW Ohio

1501 Monroe Street, 2nd Floor
Toledo, OH 43624
(419) 418-5150

Director: Jerri A. Heer, Director
Sponsor: Lucas County Educational Service Center
Management company: None
Facility type: Part of an old school building

Educational Approach

- This school serves a general student population.
- Curriculum is grounded in national standards and the Ohio Proficiency Test strands.
- Students are assessed on the Ohio Proficiency Test, portfolios, and a senior project.
- The school serves grades 7-12 in a "brain friendly" environment that educates for multiple intelligences.
- The school educates many students for parenting on an individual basis.

2000-2001 Annual Report Highlights (Self-reported)

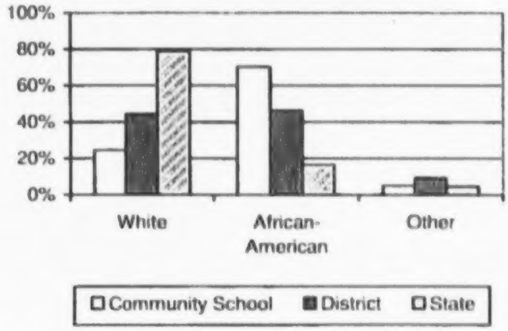
- Students took the 9th grade proficiency tests. The school did not meet its academic goal for the year.
- Students took the Psychology Group's GOALS performance-based test and increasd rates were reported.
- Twenty-two percent of students decreased their absenteeism by one-third from their previous school year.
- The school made progress in both academic and non-academic goals.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	7-11	119
2001-2002	7-12	142

Student/teacher ratio: 13.1
Student/teacher & aide ratio: 13.1
Students with disabilities: 19%

2001-2002 Race and Ethnicity



M.O.D.E.L.

1615 Holland Road
Maumee, OH 43537
(419) 897-4400

Director: Mary L. Walters, Chief Administrator **Sponsor:** Lucas County Educational Service Center
Management company: None
Facility type: Former daycare facility

Educational Approach

- The school serves students with autism.
- A four-tiered approach is used in working with the autistic children. The intensity of the intervention varies at each tier according to the student's level of functioning.
- The school aims to reintegrate students into traditional public schools.
- Occupational therapists are used to help students with their sensory integration.
- Individualized Education Programs are used to determine each student's curriculum.

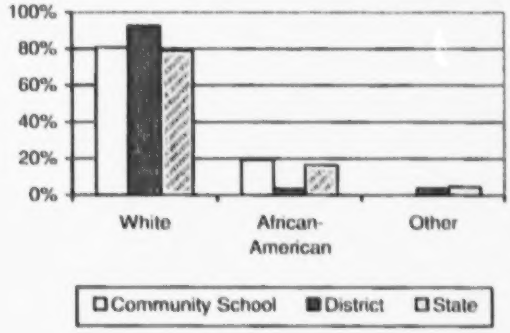
2000-2001 Annual Report Highlights (Self-reported)

- Every parent that returned a survey was "very satisfied" overall with the school.
- Two students were successfully transitioned back to their home districts.
- All students have an Individual Education Plan (IEP).
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-3	26
1999-2000	K-3	28
2000-2001	K-3	27
2001-2002	K-3	26

Student/teacher ratio: 5.4
Student/teacher & aide ratio: 0.7
Students with disabilities: 100%



2001-2002 Race and Ethnicity

Meadows CHOICE

4995 Seaman Road
Oregon, OH 43616
(419) 691-3805

Director: Ellin Bick, Director
Sponsor: Lucas County Educational Service Center
Management company: None

Educational Approach

- This school serves a student population of youth with multi-handicaps, behavioral problems, developmental disorders, and/or learning disabilities.
- The curriculum focuses on five areas: language arts, math, science, citizenship, and physical education.
- The school has a holistic approach to life-skill development.
- The holistic approach involves educators, therapists, health professionals, and community volunteers.

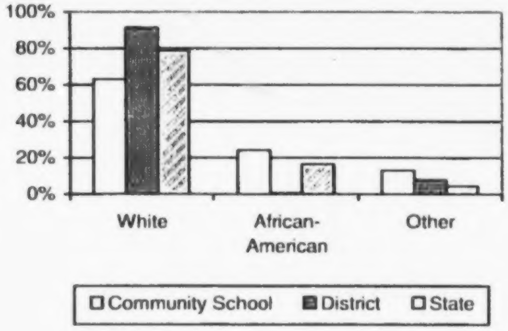
2000-2001 Annual Report Highlights (Self-reported)

- Students are generally exempt from taking the Ohio Proficiency Test.
- Most students met or exceeded the goals and objectives in their IEPs.
- Attendance was reported as 92.6%.
- The total number of goals and objectives established for the multi-handicapped population were mastered at 83.5%. Achievement growth for the remaining population doubled in reading and math.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-8	29
1999-2000	K-8	39
2000-2001	K-8	37
2001-2002	K-8	54

Student/teacher ratio: 37
Student/teacher & aide ratio: 18.5
Students with disabilities: 77.8%


2001-2002 Race and Ethnicity

Performing Arts School of Toledo

630 South Reynolds Road
Toledo, OH 43615
(419) 534-2228

Director: Jim McGhee, Director
Management company: None
Facility type: Revamped health club
Sponsor: Lucas County Educational Service Center

Educational Approach

- This school serves a general student population.
- The basic curriculum is aligned with Ohio's Model Curriculum.
- The school emphasizes the performing arts (e.g., music, dance, theater).
- Foreign languages (particularly French) and world cultures are emphasized through a multidisciplinary curriculum.

2000-2001 Annual Report Highlights (Self-reported)

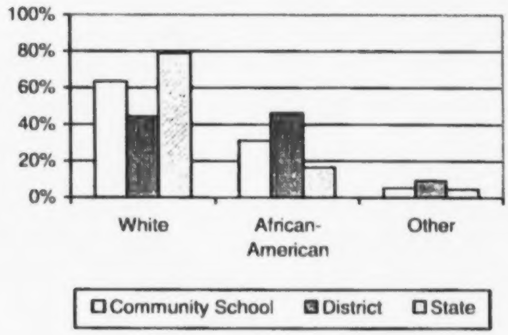
- The school reported passage rates for each subject of the 9th grade proficiency test. It also stated that they had the highest passage rate for all charter schools in Ohio for the second year in a row.
- The annual report does not mention assessment measures other than the Ohio Proficiency Test.
- The school did not report an attendance rate.
- The annual report listed improvements in 9th grade proficiency test passage rates and an increase in the number of performances as successes.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	7-11	137
2000-2001	7-11	146
2001-2002	7-12	132

Student/teacher ratio: 15.3
Student/teacher & aide ratio: 15.3
Students with disabilities: 1.5%

2001-2002 Race and Ethnicity



Toledo Academy of Learning

301 Collingwood
Toledo, OH 43602
(419) 729-8199

Director: Margie R. Blackmon, Principal **Sponsor:** Lucas County Educational Service Center
Management company: None

Educational Approach

- This school serves a general student population.
- The curriculum utilizes Ohio's Model Curriculum and Core Knowledge sequence for reading, language arts, mathematics, science and social studies.
- A character education program is also used. This program promotes core ethical values such as caring, respect, responsibility, and honesty.
- This school takes a hands-on approach to learning.
- Multi-aged classrooms are used.

2000-2001 Annual Report Highlights (Self-reported)

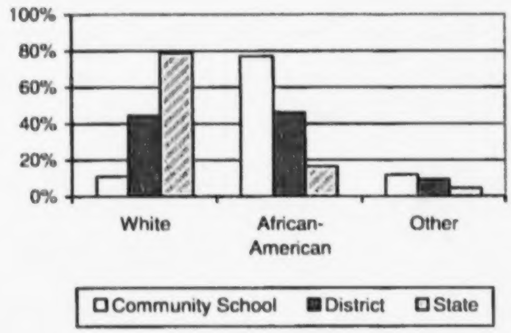
- Ohio Proficiency Test results are reported.
- Parents are involved in all major decisions.
- The school hopes to increase enrollment from 100-150 in the 2000-2001 school year to 200-250 in the 2001-2002 school year.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	K-8	100
2000-2001	K-8	138
2001-2002	K-8	193

Student/teacher ratio: 21.3
Student/teacher & aide ratio: 10.2
Students with disabilities: 5.7%

2001-2002 Race and Ethnicity



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Toledo School for the Arts

425 Jefferson Avenue
Toledo, OH 43604
(419) 246-3110

Director: Marty D. Porter, Principal
Management company: None
Facility type: Office building
Sponsor: Toledo Public Schools

Educational Approach

- This school serves a general student population.
- The curriculum combines art (dance, music, theater, and visual arts) with Ohio's Model Curriculum.
- The technique guiding the school's instruction is Gardner's Multiple Intelligence Theory.
- The school employs artists from Toledo's major cultural institutions (e.g., Ballet, Opera) to teach.

2000-2001 Annual Report Highlights (Self-reported)

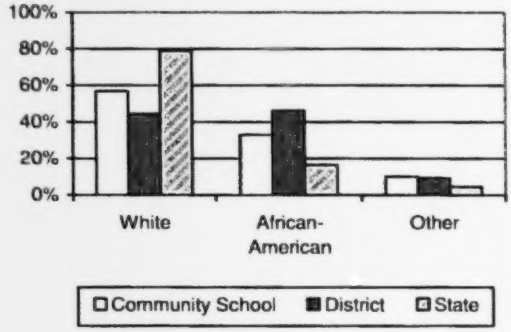
- Ohio Proficiency Test results were not reported.
- Numerous examples of partnerships and student contributions to community art organizations were discussed.
- The year culminated with the Kaleidoscope show/auction that provided students with the opportunity to showcase their talents.
- Financial information was reported.

Enrollment Information

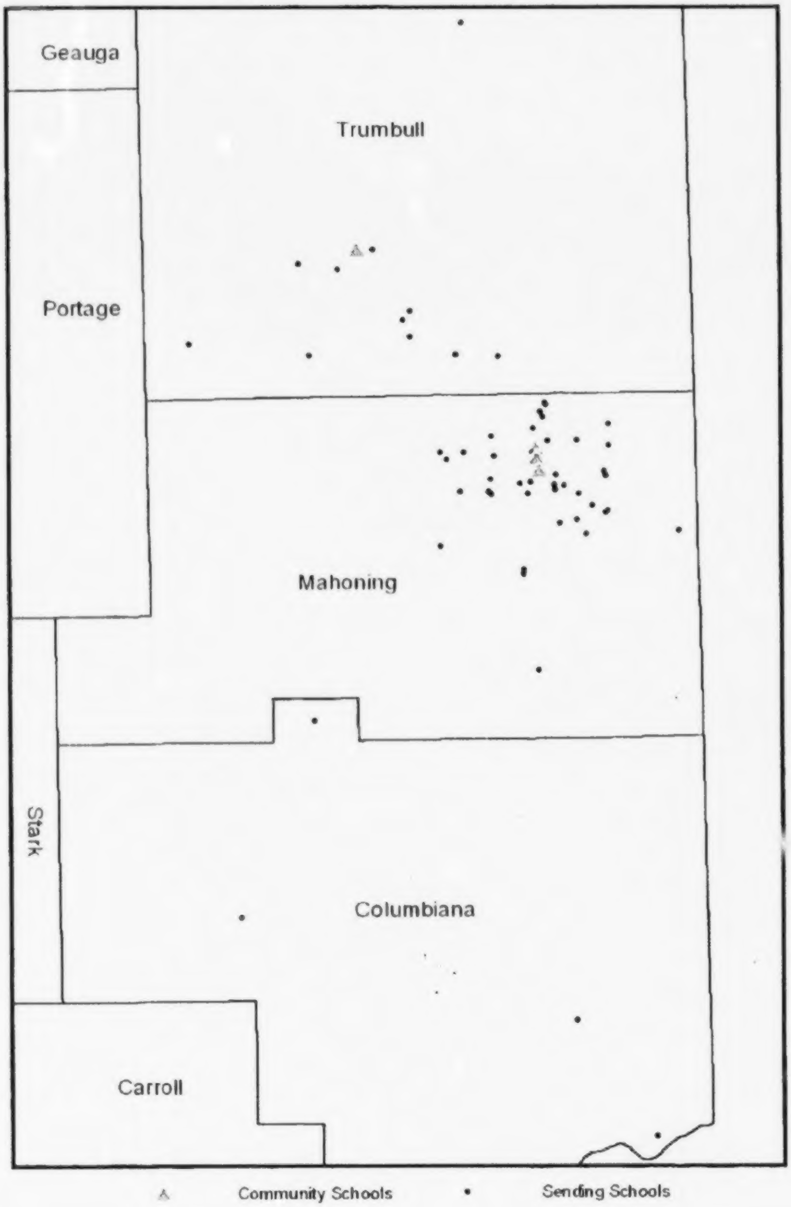
Year	Grades	Students
1999-2000	7-9	142
2000-2001	7-10	183
2001-2002	7-11	216

Student/teacher ratio: 16.2
Student/teacher & aide ratio: 16.2
Students with disabilities: 6%

2001-2002 Race and Ethnicity



Youngstown/Warren Area


Geauga
Trumbull
Portage
Mahoning
Stark
Columbiana
Carroll
▲ Community Schools
● Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Mahoning County	4	4
Trumbull County	1	0

According to LOEO's sending school data:

- Mahoning and Trumbull County community schools draw students from 28 school districts.
- Mahoning and Trumbull County community schools draw students from 60 buildings in those districts.
- During the 2001-2002 school year, community school students in Mahoning County (no data for Trumbull County) came from sending schools that were, on average 3.25, miles away from their community schools.

Youngstown/Warren Area Community Schools

Community School	Sponsor	Location	Year Opened	Generation
Eagle Heights Academy	State Board of Education	Youngstown	1998	First
Youngstown Community School	State Board of Education	Youngstown	1998	First
Life Skills Center of Youngstown	State Board of Education	Youngstown	1999	Second
Life Skills Center of Trumbull County	State Board of Education	Warren	2000	Third
Summit Academy-Youngstown	State Board of Education	Youngstown	2001	Fourth

Fifth Generation Schools (Opened 2002)

Community School	Sponsor	Location
Legacy Academy for Leaders and the Arts	State Board of Education	Youngstown
Mollie Kessler School	State Board of Education	Youngstown

Eagle Heights Academy

1833 Market Street
Youngstown, OH 44507
(330) 742-9090

Director: Gail Tigner & Joseph Conley, Principals
Sponsor: State Board of Education
Management company: None

Educational Approach

- This school serves a general student population.
- This school uses a compentency-based education (CBE) approach which is aligned with Ohio's Model Curriculum. Detailed curricular goals outlining student competencies are reflected in teachers' daily lesson plans.
- Individual Pupil Performance Objectives specify the behavior to be achieved, the condition for demonstrating the behavior, and the level of competency by which the behavior is to be expressed.
- Multi-aged classrooms are used.

2000-2001 Annual Report Highlights (Self-reported)

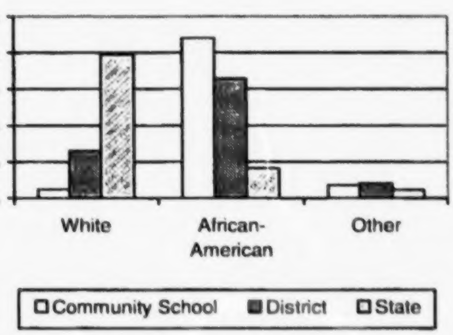
- Ohio Proficiency Test results were reported and compared to several sending schools in the area.
- Results were reported for the Iowa Tests of Basic Skills and Off-Grade Proficiency Tests.
- The average daily attendance was 94.5%.
- Progress was made towards reaching six different goals.
- Limited financial information was reported.

Enrollment Information

Year	Grades	Students
1998-1999	K-6	623
1999-2000	K-7	700
2000-2001	K-8	821
2001-2002	K-9	911

Student/teacher ratio: 11.9
Student/teacher & aide ratio: 6.6
Students with disabilities: 8.7%

2001-2002 Race and Ethnicity



Life Skills Center of Youngstown

345 Oak Hill Avenue
Youngstown, OH 44502
(330) 743-6698

Director: Jeffrey Belanger, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves students between the ages of 16 and 22 who have dropped out, or are considering dropping out, of high school.
- The curriculum is modeled after Ohio's Model Curriculum and is highly computer based. Students learn academic skills and earn a majority of their academic credits through computerized instruction. Students earn additional credits toward graduation by working or volunteering.
- Students attend life skills classes on a daily basis. The classes are designed to assist students with job readiness skills, proper etiquette, positive social interaction, and life-long financial responsibilities.
- This school uses multi-age classrooms.

2000-2001 Annual Report Highlights (Self-reported)

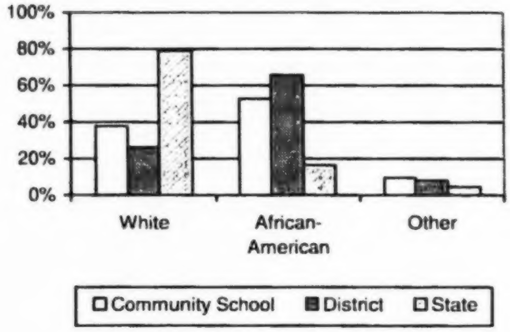
- Passage rates are reported for each subject of the 9th and 12th grade proficiency tests.
- The school creates and uses an Individual Learning Plan for every student.
- The school did not report an average daily attendance rate, but included length of attendance in months.
- The annual report states that the school's goal is to develop productive viable citizens who can easily make the transition from school to work, but progress toward this goal is not clear.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
1999-2000	9-12	110
2000-2001	9-12	85
2001-2002	9-12	222

Student/teacher ratio: 12.1
Student/teacher & aide ratio: 10.6
Students with disabilities: 12.6%

2001-2002 Race and Ethnicity



Life Skills of Trumbull County

458 Franklin Street
Warren, OH 44483
(330) 392-0231

Director: Warren Glen, Principal
Sponsor: State Board of Education
Management company: White Hat Management

Educational Approach

- This school serves students between the ages of 16 and 22 who have dropped out, or are considering dropping out, of high school.
- The curriculum is modeled after Ohio's Model Curriculum and is highly computer based. Students learn academic skills and earn a majority of their academic credits through computerized instruction. Students earn additional credits toward graduation by working or volunteering.
- Students attend life skills classes on a daily basis. The classes are designed to assist students with job readiness skills, proper etiquette, positive social interaction, and life-long financial responsibilities.
- This school uses multi-age classrooms.

2000-2001 Annual Report Highlights (Self-reported)

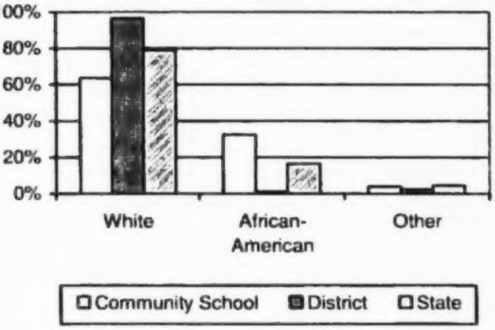
- The school reported passage rates for each subject of the 9th grade proficiency test.
- The school administed the Test for Adult Basic Education to determine the grade level at which students should begin their academic work.
- The school did not report an attendance rate.
- The annual report describes one goal which is to develop productive, viable citizens who can easily make the transition from school to work. Progress made toward this goal, however, is not clear.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	9-12	40
2001-2002	9-12	255

Student/teacher ratio: 5
Student/teacher & aide ratio: 3.3
Students with disabilities: 0%

2001-2002 Race and Ethnicity



Summit Academy-Youngstown

345 Oak Hill Avenue
Youngstown, OH 44502
(330) 747-0950

Director: Jennifer Jordan, Principal
Sponsor: State Board of Education
Management company: Summit Academy Management

Educational Approach

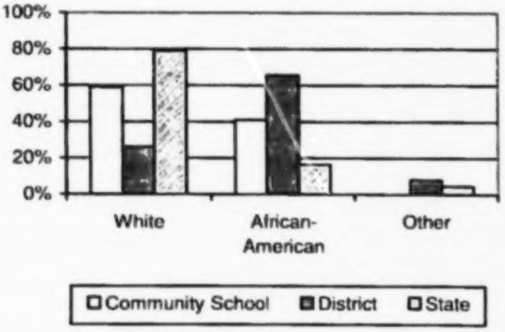
- This school serves students with Attention Deficit Hyperactivity Disorder (ADHD).
- The curriculum focuses on developing students' academic and life skills by group experiential learning, and using Scouting combined with martial arts.
- Each student will keep a portfolio, which will be built around his or her personal education plan (PEP).
- The school adopted the Ohio Competency-Based Program's educational objectives.
- Gardner's Theory of Multiple Intelligences is the framework for the curriculum and instructional strategies.

Enrollment Information

Year	Grades	Students
2001-2002	3-6	78

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 96.2%

2001-2002 Race and Ethnicity



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Youngstown Community School

50 Essex Street
Youngstown, OH 44502
(330) 746-2240

Director: Mary Dunn, Principal
Sponsor: State Board of Education
Management company: None

Educational Approach

- This school serves an at-risk student population.
- The curriculum incorporates secular values-based themes (e.g., honesty, courage, peacability, self-reliance, self-discipline, loyalty, love, unselfishness, and kindness). A different value is emphasized each month.
- There is an emphasis on discipline, highly structured lessons, and orderly classroom environments.
- The school uses a team teaching approach by using two certified teachers in each classroom.
- This school takes a hands-on approach to learning.

2000-2001 Annual Report Highlights (Self-reported)

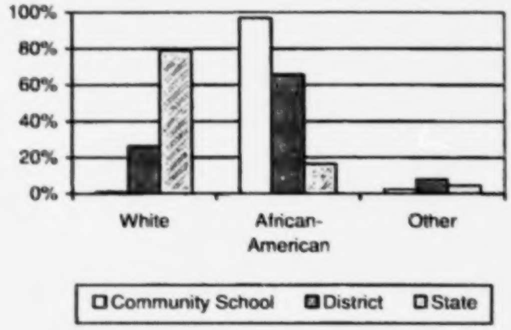
- Sixty percent of the second graders passed all five sections of the Off-Grade Proficiency Test.
- The attendance rate was 96.5%.
- Forty percent of 1st grade pupils achieved honor roll status.
- Financial information was reported.

Enrollment Information

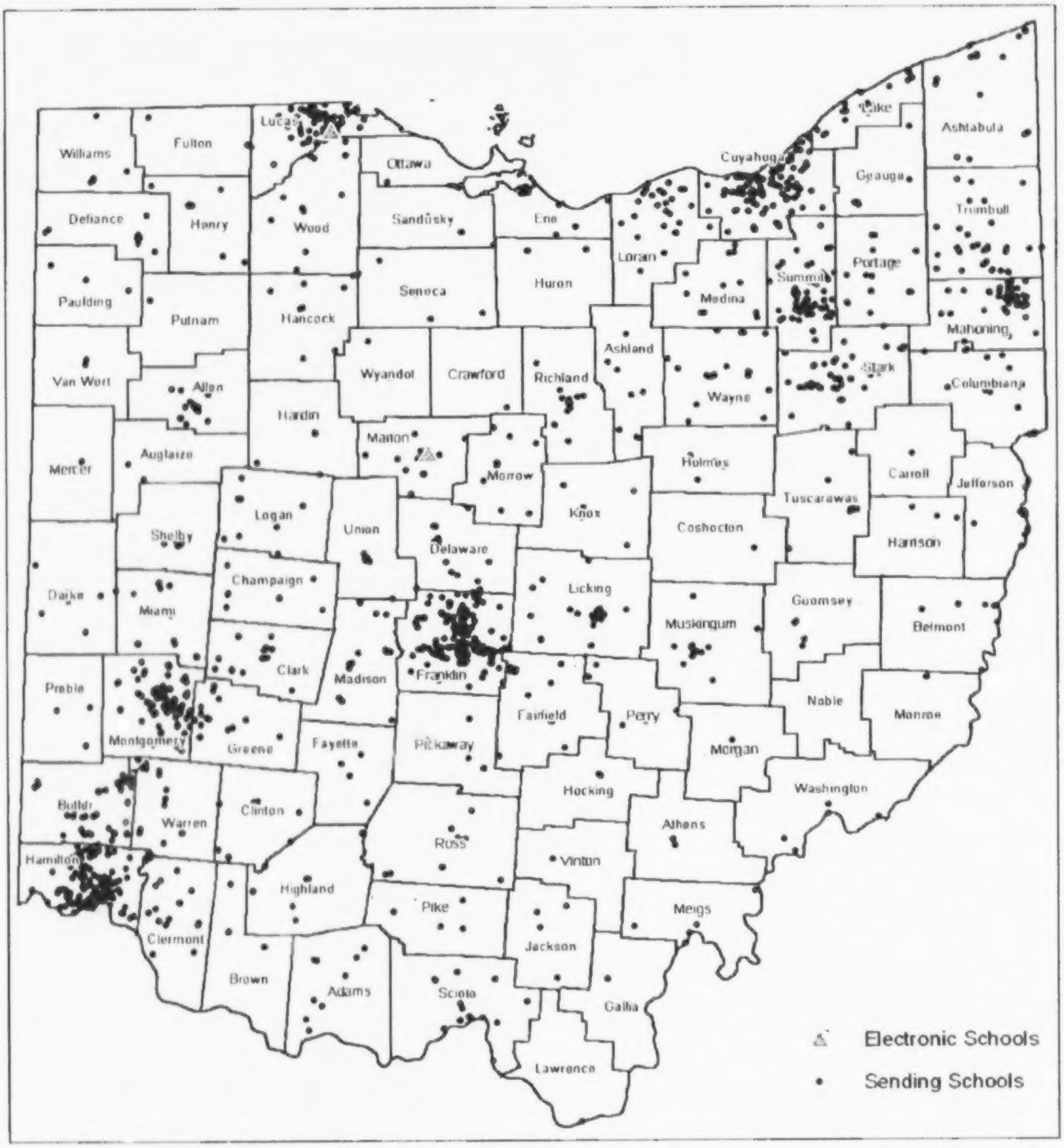
Year	Grades	Students
1998-1999	K	36
1999-2000	K-1	80
2000-2001	K-2	120
2001-2002	K-3	192

Student/teacher ratio: 10.3
Student/teacher & aide ratio: 10.3
Students with disabilities: 8.3%

2001-2002 Race and Ethnicity



Electronic Community Schools


Williams
Fulton
Lucas
Ottawa
Defiance
Henry
Wood
Sandusky
Erie
Lorain
Cuyahoga
Lake
Ashtabula
Geauga
Trumbull
Paulding
Putnam
Hancock
Seneca
Huron
Medina
Summit
Portage
Mahoning
Van Wert
Allen
Wyandot
Crawford
Richland
Ashland
Wayne
Stark
Columbiana
Hardin
Marion
Mercer
Auglaize
Morrow
Holmes
Carroll
Jefferson
Tuscarawas
Logan
Union
Knox
Coshocton
Shelby
Delaware
Harrison
Darke
Champaign
Licking
Guernsey
Miami
Muskingum
Belmont
Clark
Madison
Franklin
Preble
Fairfield
Perry
Noble
Monroe
Montgomery
Greene
Fayette
Pickaway
Morgan
Hocking
Washington
Butler
Warren
Clinton
Athens
Ross
Vinton
Hamilton
Highland
Pike
Meigs
Clermont
Jackson
Brown
Adams
Scioto
Gallia
Lawrence
△ Electronic Schools
● Sending Schools

	Number of Electronic Community Schools 2001-2002 School Year	Number of Electronic Community Schools for which LOEO had sending school data
Lucas County	1	1
Marion County	1	1

According to LOEO's sending school data:

- eCOT and TRECA draw students from 533 districts.
- eCOT and TRECA draw students from 1,399 buildings in those districts.
- Students attending eCOT and TRECA were previously educated at sending schools an average of 138.19 miles from the electronic community school's central location.

Electronic Community Schools

Community School	Sponsor	Location	Year Opened	Generation
Electronic Classroom of Tomorrow (eCOT)	Lucas County Educational Service Center	Toledo	2000	Third
TRECA Digital Academy	Tri-Rivers Career Center	Marion	2001	Fourth

Fifth Generation Electronic Community Schools (Opened 2002)

Community School	Sponsor	Location
Akron Digital Academy	Akron City School District	Akron
Alternative Education Academy (OHDELA)	University of Toledo	Maumee
Elida Digital Academy	Elida Local School District	Elida
Fairborn Digital Academy	Fairborn City School District	Fairborn
Lancaster Digital Academy	Lancaster City School District	Lancaster
London Digital Academy	London City School District	London
Marion City Schools Digital Academy	Marion City School District	Marion
Ohio Virtual Academy	University of Toledo	Maumee
Tomorrow Center	Mt. Gilead Exempted Village	Edison
Virtual Community School of Ohio	Reynoldsburg City School District	Reynoldsburg

Electronic Classroom of Tomorrow (eCOT)

415 Emerald Avenue, 2nd Floor
Toledo, OH 43602
1 (888) 326-8395

Director: Jeffrey P. Forster, Superintendent **Sponsor:** Lucas County Educational Service Center
Management company: Altair Learning Management

Educational Approach

- This school serves a general student population.
- The curriculum is based on Ohio's Model Curriculum.
- Students take the Ohio Proficiency Test.
- The school is a performance-driven telecommunity school utilizing a variety of methods to deliver curriculum.

2000-2001 Annual Report Highlights (Self-reported)

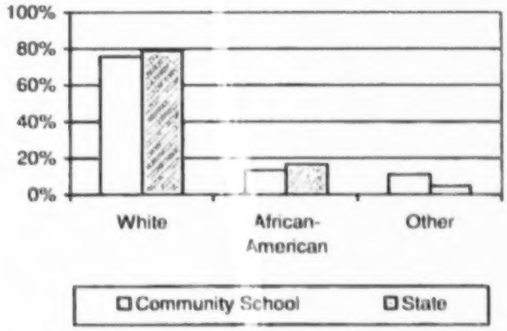
- Students took the 4th, 6th, and 9th grade proficiency tests and results were reported.
- There are three main challenges that the school plans to continue working to overcome.
- Financial information was reported.

Enrollment Information

Year	Grades	Students
2000-2001	K-12	2232
2001-2002	K-12	3039

Student/teacher ratio: 43.8
Student/teacher & aide ratio: 42.9
Students with disabilities: 3.2%

2001-2002 Race and Ethnicity



TRECA Digital Academy

1713 Marion-Mt. Gilead Road, Suite #201
Marion, OH 43302
(740) 389-4798

Director: Josie Drushal, Principal
Management company: None
Sponsor: Tri-Rivers Career Center

Educational Approach

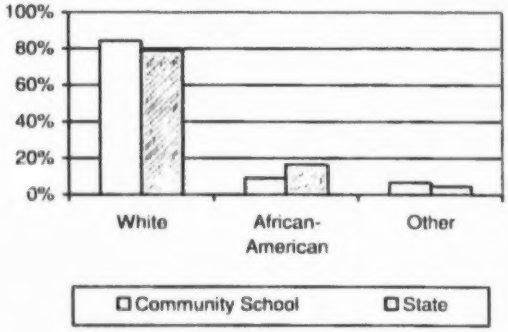
- This school serves a general student population.
- The curriculum follows the goals and objectives of Ohio's Model Curriculum and is delivered via distance technology.
- The school administers the Ohio Proficiency Test, Off-Grade Proficiency Tests, and standardized tests such as the Iowa Tests of Basic Skills or the California Achievement Tests.
- Students learn academic skills through distance learning technology.
- The school's goal is to provide applicable skills that will allow students to be life-long learners and intelligent decision-makers.

Enrollment Information

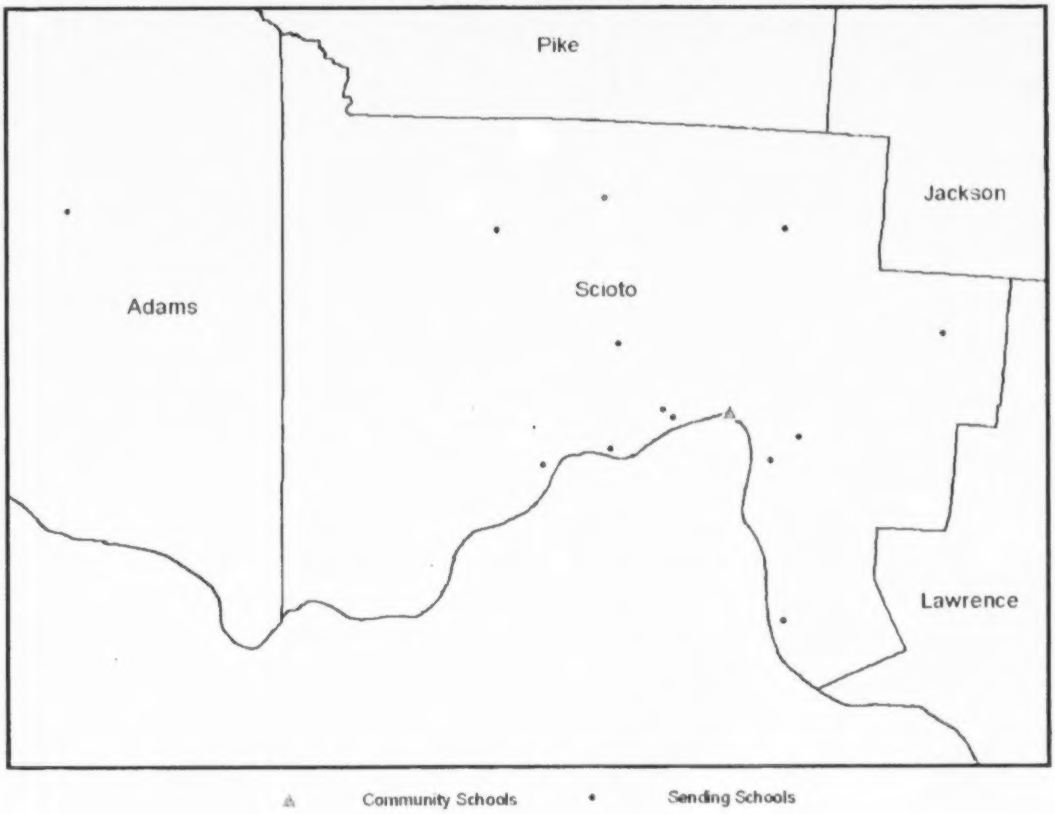
Year	Grades	Students
2001-2002	K-11	674

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 6.2%

2001-2002 Race and Ethnicity



Portsmouth Area


Pike
Jackson
Adams
Scioto
Lawrence
△ Community Schools
• Sending Schools

	Number of Community Schools 2001-2002 School Year	Number of Community Schools for which LOEO had sending school data
Scioto County	1	1

According to LOEO's sending school data:

- The Scioto County community school draws students from 11 districts.
- The Scioto County community school draws students from 14 buildings in those districts.
- During the 2001-2002 school year, community school students in Scioto County came from sending schools that are, on average, 5.14 miles away from their community school.

Sciotoville Community School

224 Marshall Avenue
Sciotoville, OH 45662
(740) 776-6777

Director: Dennis DeCamp, Director
Sponsor: State Board of Education
Management company: None
Facility type: Former 57,000 sq. ft. high school

Educational Approach

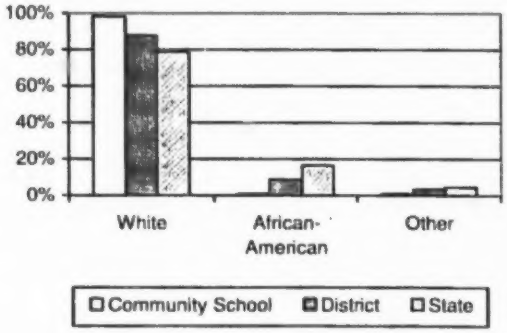
- This school serves a general student population.
- The curriculum is based on the Ohio Model Curriculum and is aligned with the Learning Outcomes. The curriculum also includes components that integrate health and physical education. Technology is integrated throughout the curriculum as a productivity tool.
- The school uses a variety of assessment instruments including the Ohio Proficiency Test, Terra Nova, and authentic assessments such as portfolios and senior projects.
- The school seeks to provide support and encouragement to students in a small Appalachian town to pursue education as a way to achieve their goals.

Enrollment Information

Year	Grades	Students
2001-2002	7-12	336

Student/teacher ratio: No data
Student/teacher & aide ratio: No data
Students with disabilities: 9.8%

2001-2002 Race and Ethnicity



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Appendices

Appendix A
List of Community Schools by Sponsor

Community School	Location	Year Opened	Generation
Akron City School District			
Akron Digital Academy	Akron	2002	Fifth
Cincinnati City School District			
East End Community Heritage School	Cincinnati	2000	Third
Lighthouse Community School	Cincinnati	2000	Third
ISUS Trade & Tech Preparatory	Cincinnati	2001	Fourth
Dayton City School District			
World of Wonder (WOW) Community School	Dayton	1999	Second
Elida Local School District			
Elida Digital Academy	Elida	2002	Fifth
Fairborn City School District			
Fairborn Digital Academy	Fairborn	2002	Fifth
Lancaster City School District			
Lancaster Digital Academy	Lancaster	2002	Fifth
London City School District			
London Digital Academy	London	2002	Fifth
Lucas County Educational Service Center			
Aurora Academy	Toledo	1998	First
M.O.D.E.L.	Maumee	1998	First
Meadows CHOICE	Oregon	1998	First
Performing Arts School of Metropolitan Toledo	Toledo	1999	Second
Toledo Academy of Learning	Toledo	1999	Second
Electronic Classroom of Tomorrow (eCOT)	Toledo	2000	Third
Family Learning Center of NW Ohio	Toledo	2000	Third
Autism Academy of Learning	Maumee	2001	Fourth
Englewood Peace Academy	Toledo	2002	Fifth
Marion City School District			
Marion City Schools Digital Academy	Marion	2002	Fifth
Mt. Gilead Exempted Village			
Tomorrow Center	Edison	2002	Fifth

Community School	Location	Year Opened	Generation
Reynoldsburg City School District			
Virtual Community School of Ohio	Reynoldsburg	2002	Fifth
State Board of Education			
City Day Community School	Dayton	1998	First
Eagle Heights Academy	Youngstown	1998	First
Harmony Community School	Cincinnati	1998	First
Hope Academy Brown Street	Akron	1998	First
Hope Academy Cathedral	Cleveland	1998	First
Hope Academy Chapelside	Cleveland	1998	First
Hope Academy University	Akron	1998	First
Oak Tree Montessori	Cincinnati	1998	First
Old Brooklyn Montessori School	Cleveland	1998	First
Youngstown Community School	Youngstown	1998	First
Cincinnati College Prep Academy	Cincinnati	1999	Second
Citizens' Academy	Cleveland	1999	Second
Dayton Academy School	Dayton	1999	Second
Edge Academy	Akron	1999	Second
Greater Cincinnati Community Academy	Cincinnati	1999	Second
Hope Academy Broadway	Cleveland	1999	Second
Hope Academy Lincoln Park	Cleveland	1999	Second
Horizon Science Academy - Cleveland	Cleveland	1999	Second
Horizon Science Academy - Columbus	Columbus	1999	Second
Ida B. Wells Community School	Akron	1999	Second
International Preparatory	Cleveland	1999	Second
Life Skills Center of Akron	Akron	1999	Second
Life Skills Center of Cleveland	Cleveland	1999	Second
Life Skills Center of Youngstown	Youngstown	1999	Second
Millennium Community School	Columbus	1999	Second
Rhea Academy	Dayton	1999	Second
Richard Allen Academy	Dayton	1999	Second
Riverside Academy	Cincinnati	1999	Second
Summit Academy for Alternative Learners	Akron	1999	Second
Trade and Technology Preparatory (ISUS)	Dayton	1999	Second
A.B. Miree Fundamental Academy	Cincinnati	2000	Third
Academy of Dayton	Dayton	2000	Third
Cornerstone Academy	Columbus	2000	Third
Dayton View Academy	Dayton	2000	Third
Intergenerational School	Cleveland	2000	Third
Life Skills of Cincinnati	Cincinnati	2000	Third
Life Skills of Trumbull County	Warren	2000	Third
Lighthouse Community School & Professional Development	Akron	2000	Third

Community School	Location	Year Opened	Generation
Omega School of Excellence	Dayton	2000	Third
Parma Community School	Parma	2000	Third
Quest Academy	Lima	2000	Third
Richard Allen Preparatory	Dayton	2000	Third
Summit Academy - Canton City	Canton	2000	Third
Summit Academy - Parma City	Parma	2000	Third
T.C.P. World Academy	Cincinnati	2000	Third
The Graham School	Columbus	2000	Third
W.E.B. DuBois	Cincinnati	2000	Third
Academy of Cleveland	Cleveland	2001	Fourth
Colin Powell Leadership Academy	Dayton	2001	Fourth
Dohn Community High School	Cincinnati	2001	Fourth
Elyria Community School	Elyria	2001	Fourth
Hamilton County Mathematics & Science Academy	Mt. Healthy	2001	Fourth
Hope Academy Cuyahoga	Cleveland	2001	Fourth
Imani Leadership Institute	Cleveland	2001	Fourth
Life Skills Center of Butler County	Middletown	2001	Fourth
Life Skills Center of Clark County	Springfield	2001	Fourth
Lorain Community School	Lorain	2001	Fourth
Montessori Renaissance Experience	Columbus	2001	Fourth
New Choices Community School	Dayton	2001	Fourth
Phoenix Community Learning Center	Cincinnati	2001	Fourth
Sciotoville Community School	Portsmouth	2001	Fourth
Springfield Academy of Excellence	Springfield	2001	Fourth
Summit Academy for the Creative Arts	Akron	2001	Fourth
Summit Academy Elementary-Middletown	Middletown	2001	Fourth
Summit Academy - Lorain City	Lorain	2001	Fourth
Summit Academy - Xenia	Xenia	2001	Fourth
Summit Academy - Youngstown	Youngstown	2001	Fourth
Washington Park	Newburgh Heights	2001	Fourth
Westpark Community School	Cleveland	2001	Fourth
W C Cupe Community School	Columbus	2001	Fourth
W.C. Handy Community School	Columbus	2001	Fourth
YouthBuild Columbus	Columbus	2001	Fourth
Academy 2000	Dayton	2002	Fifth
Akron Community School	Akron	2002	Fifth
Arts and College Preparatory Academy	Columbus	2002	Fifth
Cleveland Academy of Math, Science, and Technology	Cleveland	2002	Fifth
Directions for Youth Community School	Columbus	2002	Fifth
East End Community School	Dayton	2002	Fifth
Excel Institute	Columbus	2002	Fifth
Granville T. Woods Community Schule	Columbus	2002	Fifth

Community School	Location	Year Opened	Generation
Greater Achievement Community School	Cleveland	2002	Fifth
Hope Academy Canton	Canton	2002	Fifth
Hope Academy Northcoast	Cleveland	2002	Fifth
International Academies of Ohio	Columbus	2002	Fifth
Legacy Academy for Leaders and the Arts	Youngstown	2002	Fifth
Life Skills Center of Canton	Canton	2002	Fifth
Life Skills Center of Greater Cleveland	Elyria	2002	Fifth
Life Skills Center of Northern Columbus	Columbus	2002	Fifth
Life Skills Center of Southeastern Columbus	Columbus	2002	Fifth
Life Skills Center of Southwestern Columbus	Columbus	2002	Fifth
Life Skills Center of Toledo	Toledo	2002	Fifth
M. Booth Academy	Cincinnati	2002	Fifth
Mansfield Community School	Mansfield	2002	Fifth
Marcus Garvey Academy	East Cleveland	2002	Fifth
Middletown Preparatory and Fitness Academy	Middletown	2002	Fifth
Mollie Kessler School	Youngstown	2002	Fifth
Moraine Community School	Moraine	2002	Fifth
Mound Street Academy of Allied Health Center	Dayton	2002	Fifth
Mound Street Academy of Information and Technology Career	Dayton	2002	Fifth
Mound Street Academy of Military Career	Dayton	2002	Fifth
North Dayton School of Science and Discovery	Dayton	2002	Fifth
Richard Allen Academy II	Dayton	2002	Fifth
Trotwood Preparatory and Fitness Academy	Trotwood	2002	Fifth

Tri-Rivers Career Center

TRECA Digital Academy	Marion	2001	Fourth

Toledo City School District

Toledo School for the Arts	Toledo	1999	Second

Community School	Location	Year Opened	Generation
University of Toledo			
Academy of Business and Technology	Toledo	1999	Second
Eagle Academy	Toledo	2001	Fourth
Alternative Education Academy	Maumee	2002	Fifth
Lake Erie Academy	Toledo	2002	Fifth
Ohio Virtual Academy	Maumee	2002	Fifth
Paul Laurence Dunbar Academy	Toledo	2002	Fifth
Toledo Accelerated Academy	Toledo	2002	Fifth

Appendix B
Community Schools that Have Closed or Suspended Operations between 2000 and 2002

Community School	Location	Year Opened	Year Closed
State Board of Education			
High Life Youth Community School (closed)	Columbus	2000	2000
High Life Youth Development Center (closed)	Columbus	2000	2000
Riser Military Academy (closed)	Columbus	1999	2000
Cleveland Alternative Learning Academy	Cleveland	1999	2001
Parma Heights Community School (suspended)	Parma	2000	2001
Dayton Urban Academy	Dayton	1999	2002
SABIS (closed)	Cincinnati	2000	2002
Teresa Dowd School (closed)	Columbus	1999	2002
Lucas County Educational Service Center			
Monroe Academy of Toledo	Toledo	1999	2000
Jades Academy	Toledo	1999	2001
Northwest Ohio Building Trades (suspended)	Toledo	1999	2001
P.A.S.S. (closed)	Toledo	1999	2001
Toledo Village Schule (closed)	Toledo	1998	2002

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